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ABSTRACT

The Baltimore County Public Schools (BCPS) developed a Dropout Retrieval Project with the following aims: (1) to identify and retrieve the dropout students aged 16 to 21; (2) to bring the students back to educational programs which would lead to the completion of their education; and (3) to develop plans to prevent future dropouts. This report presents statistical findings in dropout research nationally and in BCPS. It also includes findings from staff and student surveys. After outlining general ways to help solve the dropout problem, it makes recommendations in the areas of policy, program, and procedure. Based on the responses to the surveys of dropouts, BCPS should redirect its efforts toward preventing dropout through a support system to include the following: (1) outreach to students at risk of dropping out; (2) flexible programs for individual students; (3) transportation; (4) child care; and (5) counseling. Twelve appendices making up more than half the document include: the project proposal; tables of withdrawal statistics; a dropout characteristics chart; sample forms on individual risk indicators and pupil withdrawal; a policies and procedures memorandum for school staff; a copy of H.R. 3042, a bill to provide grants for dropout prevention demonstration projects; and samples of staff and student surveys. (LHW)

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DROPOUT RETRIEVAL ADVISORY COUNCIL

DROPOUT RETRIEVAL PROJECT
1ST YEAR REPORT
1985-1986

PRESENTED TO:

Edward M. Friedlander
Assistant Superintendent
Division of Pupil Services & Special Education
Baltimore City Public Schools

UD 025237

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June 6, 1986

Mr. Edward M. Friedlander
Assistant Superintendent
Division of Pupil Services & Special Education
Baltimore City Public Schools
2300 N. Calvert Street
Baltimore, Maryland 21218

Dear Mr. Friedlander:

On January 30, 1986 the Division of Pupil Services and Special Education was commissioned by the Superintendent of Baltimore City Public Schools to develop a Dropout Retrieval Project. The mission of the project was to:

1) Identify and retrieve the dropout student aged 16-21,
2) Bring the students back to educational programs which would lead to the completion of their education and,
3) Develop plans to prevent future dropouts.

In response to that commission you appointed this Dropout Advisory Council to oversee and advise the Dropout Retrieval Project. The enclosed first year report of the council includes recommendations found to be essential in alleviating the school dropout problem for BCPS.

The Council submits this report for the 1985-86 school year with strong urging that recommended action is implemented in conjunction with consistant financial support. Both are deemed necessary if public education is to fulfill its mission:

"To provide appropriate educational programs and support services for the academic and social development of all students and to prepare them to become productive members of society."

Members of the Dropout Advisory Council and staff have considered it a privilege to work on this project and look forward to its continuation. This committee views the issue of the school dropout as a community problem.

Sincerely,
Dropout Advisory Council

DROPOUT RETRIEVAL PROJECT

EXECUTIVE SUMMARY

1985-86

Dropout Retrieval Project

EXECUTIVE SUMMARY

The Baltimore City Public Schools (BCPS) Dropout Advisory Council was formed to address the ever growing problem of school dropouts and to serve in an advisory capacity to the School Dropout Retrieval Project.

On February 24, 1986 Assistant Superintendent Edward M. Friedlander charged the Dropout Retrieval Advisory Council to

1) Oversee and advise the Dropout Retrieval Project.
2) Define "Dropout".
3) Develop policies and procedures on dropouts.
4) Suggest and develop programs and activities for returning dropouts.
5) Develop staff and student surveys regarding reasons for students dropping out.
6) Develop dropout profiles.
7) Plan a public campaign for Dropouts.

The Dropout Advisory Council is composed of representatives of the community at-large: (Police Dept., Health Dept., Social Services, Drug Abuse, Recreation, Parents, Business, Mayor's Office of Manpower Resources, etc.), and BCPS staff members

Methodology:

The Dropout Advisory Council formed two (2) sub-committees:

1) Policies and Procedures Sub-committee
Charge:
   a) To Develop an operational definition of a dropout.
   b) To Develop policies and procedures to govern the documentation of dropouts.

2) Programs and Activities Sub-committee
Charge:
   To suggest programs and activities for the returning dropout student.

After the review of national literature and Baltimore City programs, the committee developed recommendations for program innovations including an affiliation between Harbor City Learning Center and the Learning Center a project of the Neighborhood Progress Administration (NPA). The findings of the two (2) sub-committees are incorporated into the recommendations.

The Dropout Advisory Council developed surveys and administered them to BCPS staff members, returned dropout students, and dropouts still on the street. The Council also analyzed profile information from the Office of Planning.

Findings/Research:

1. Approximately twenty five (25%) percent of ninth graders nationally do not complete high school and are considered dropouts. Dropout rates for the inner city systems are fifty (50%) percent (85% for Native Americans, 50% for Hispanic students, 44% for Black students, 10% for White students) (MDRC,1983)

2. There are important economic ramifications of dropping. Teenage unemployment figures for Black males average 45%. Dropouts earn less and are more often involved in crimes than high school graduates. Each dropout cost society an average of $3,000 per year in ungenerated tax revenue (ECS, 1985) and an average of $200,000 over the life time of a dropout (UCLA,1985).

3. There are consistent characteristics of a dropout which may be used for early identification. The characteristics fall into three (3) categories. (see attachment #1)

4. Research on successful program models for returning dropouts suggests that the following should be included:
   a. programs combining intensive individualized, competency-based remedial education combined with job services.
   b. programs including well planned counseling services and training activities targeted to behavior changes.
   c. programs that incorporate career education.
   d. programs that provide job search assistance.

5. Programs should be year round, include rolling admissions, grant recognized credentials and include what ever support services needed to inhance success (job training, child care, transportation, counseling, employability skills, etc.)

6. The concern for students on the part of teachers is one of the most important factors in whether students dropped out or where successful in prevention/intervention programs. Staff development should be an integral part of the development of new programs. (Augustin, 1981)

Findings/BCPS:

1. Eleven point five percent (11.5%) of secondary BCPS students, totaling 6,244 dropped out in 1984-85. (Office of Planning)

2. Seven percent (7%) of '83-84 BCPS dropouts, totaling 453, re-entered in 1984-85. (Office of Planning)

3. There has been an increase in the BCPS dropout rate over the past few years. (Planning)
   1981-2 (9.8%)
   1982-3 (9.7%)
   1983-4 (10.1%)
   1984-5 (11.5%)

4. The largest proportion of dropouts are black males followed by black females. (Planning)
80% of the total BCPS population is black and 76% of the dropout population is black.

Total Black Male school population - 44,754.
" " " dropout 84-85 - 2,720 (6% of total)
Total Black Female school population - 43,965.
" " " dropout 84-85 - 2,020 (5% of total)

5. Under the current system, the documentation process includes among the reasons for withdrawal "over 16 and not in another category." The majority of the withdrawals are vaguely coded in this manner which makes for an unclear accounting for dropouts. (Planning)

6. There are early identifiable risk indicators for a possible dropout. (Attendance pattern, Standardized Reading scores, Proficiency/Md. Functional test scores, Disciplinary Removal, Suspension (s), Grade Retention).

7. BCPS has limited alternative education programs to assist with the re-entry with this population. The BCPS has these alternative programs: Adult and Community Education, G.E.D., Harbor City Learning Center, and Laurence G. Paquin.

Findings/Staff Surveys:

1. Major reasons cited by staff for both regular and special education students dropping out, in rank order are Failures, frustration, education process, lack of home support, and student attitude toward school.

2. The responsibility for documenting dropouts varied among schools.

3. Thirty seven percent (37%) of the staff agree with the statement that BCPS does all it can to encourage students to stay in school.

4 There was strong agreement among staff, sixty nine percent (69%), that the dropout rate in BCPS is cause for concern.

5. There was concensus, seventy five percent (75%), among staff that the dropout rate should be cause for concern in their schools.

6. There was strong staff agreement, seventy nine percent (79%), that every effort should be made to get dropout students back in school.

7. As To the question of the critical age at which signs of dropping out appear, there was a wide range of responses:

6 - 16 years old 6%	13 - 14 years old 18%
10 years old 11%	15 years old 10%
12 " " 14%	

8. Eighty four percent (84%) of Principals reported that multiple disciplinary removals or suspensions are indicators of potential dropouts.

Findings/Student Surveys:

1. The highest concentration of dropouts reside in the following zip code areas: 15,17,18,23,29 (see attachment #2) with the lowest concentration of dropouts in zip codes areas: 37,43,08,44,20,36,01.

2. Both regular and special education Students cited these

major reasons for dropping out, in rank order they were Failing, pregnancy, did not like school, bored, and teachers attitude.

3. The majority of dropouts returned to school for a "better education and job training."

4. Before dropping out of school most students talked to friends and parents mostly.

5. Students said that friends, parents, and teachers tried to talk them out of dropping out.

6. (59%) percent of dropouts indicated that leaving school has hurt them while (8%) percent indicated that leaving school had helped. (17%) percent felt it made no difference.

7. Seventy four percent (74%) of the dropouts said that no one from the school had contacted them after they dropped out.

8. Sixty three percent (63%) of those responding said their parents did not notify the school that their child would be dropping out.

9. Sixty three percent (63%) of the students surveyed said that they had never been suspended, expelled or had a disciplinary removal.

Needs:

1. There is a need to operationally define dropout in order to improve consistency of reporting.

3. There is a need to develop a system of identifying students who are at risk of dropping out and to register the indicators as they appear (poor attendance patterns, low standardized test scores, low Proficiency/Md. Functional test scores, Disciplinary Removal, Suspensions, and Grade retention) for prevention purposes.

4. There is a need for better tracking and documentation of all students particularly dropout students.

5. There is a need to update and disseminate systemwide policies concerning identification and retrieval of dropouts.

6. There is a critical need for joint efforts with other programs for identifying funding sources and avoiding duplication of effort and services.

7. There is a need to develop outreach activities to involve the community in dropout prevention and retrieval efforts.

8. There is a need to establish an advocacy network for lobbying purposes.

9. There is a need for a Publicity Campaign to retrieve dropouts.

10. There is a need to identify programs and provide a continuum of programs from K-12.

11. There is a need for BCPS to commit adequate, stable and long term funding to support services for dropout prevention and reenrollment.

12. There is a need for new program and staff development regarding the retriveal of and prevention of dropouts.

Recommendations:

The following recommendations are from the findings of sub-committees, the committee of the whole, reseach and survey results:

Policy:

1. Due to the magnitude of the dropout problem and the complexity of the issues, there should be a central coordinating office to manage efforts to address the dropout issues.

Policy (con't):

2. Update and disseminate policies concerning the identification of dropouts.

3. Hire a director of Alternative Education to coordinate system-wide policies and procedures regarding the retrieval and prevention of dropouts.

3. Continue the Advisory Council for the advice, support and overseeing of project development.

4. A dropout should be defined as "any student, age sixteen or over, who leaves the school system prior to graduation or prior to the completion of a formal high school education or legal equivalent, and who does not re-enter the school system or enter another accredited public or private educational institution or school program within forty-five (45) school days", with appropriate modifications to Pupil Information System.

5. The current guidelines governing the tracking of students with poor attendance should be made a system policy to be followed by all principals. (see proposed and current policy)

6. The current "over sixteen and not included in any other category" withdrawal code should be eliminated and replaced by the following two codes:
   -- Voluntary (16 or over)
   -- Administrative (16 or over)

7. Social Security number should replace pupil number as the means of identifying students in the school system. Once implemented, this policy would allow closer and more effective communication of student data between the various private and public agencies offering educational opportunities to students who have withdrawn from BCPS.

8. Policy should be developed to specify school staff who will be responsible for documenting the school history of students at risk of dropping out.

Program:

1. BCPS should develop a K-12 support/prevention system to prevent students from dropping out. This plan should include parent and community based resources.

2. Identify existing programs for expansion and linkage to established, external programs.

Program (con't):

3. Develop creative funding for existing and proposed programs.

4. Establish an advocacy network for lobbying purposes.

5. Develop a Publicity Campaign to retrieve dropouts.

6. Develop Individualized Education Contracts as part of the dropout program. At risk students would contract with administration to establish their tasks for graduation.

7. Develop a year round In-take and Referral Process for returning dropouts and students considering dropping out.

8. Develop support programs/systems to include :
   a. out reach to students at risk of dropping out
   b. flexible programs for individual students
   c. transportation
   d. child care
   e. counseling

9. Programs should be year round, incorporate rolling admissions, grant a recognized credentials and what ever support services needed to enhance success (job training, child care, transportation, counseling, employablity skills etc.)

10. Develop a systemwide program of staff development to sensitize school base staff to the problems of high risk students and to assist with the development of appropriate teaching strategies.

Procedural:

1. A profile sheet of risk factors should be developed and included in the individual guidance plan for each BCPS student. (see attachment #3)

2. An exit interview process should be formalized in a policy. The process should include an exit interview between student and administrator. This interview should be documented on a standard exit interview form which would become part of the student's cumulative record. (see attachment #4)

3. Develop an In-Take and Referral Process for returning dropouts and students considering dropping out.

4. There should be verification and monitoring of school-based practices regarding the identification of dropouts.

Conclusion:

The dropout issue should be a priority of BCPS. The previous recommendations have implications for the deployment of additional staff, interagency collaboration, lobbying efforts, program expansion and creative programing, and consistant and stable funding.

Based upon the responses to the surveys of dropouts, BCPS should redirect its efforts towards preventing dropouts through a support system to include:

1. Out reach to students at risk of dropping out
2. Flexible programs for individual students
3. Transportation
4. Child care
5. Counseling

The Advisory Council feels that these efforts will improve the quality of life for all BCPS students and assist them to become productive members of society. How we deal with the dropout issue now will affect the future of our community.

CHARACTERISTICS OF DROPOUTS

Family Related Factors:

Excessively stressful home life
Communication between home and school is usually poor
Single parent household
Racial or ethnic minority
low educational level of parents
Non-English speaking home
Siblings or Parents have been dropouts
tend to come from low income families
More mobile than other students
Pregnancy

Non School Related Factors:

Low self-concept/esteem
Immature, suggestible, easily distracted
Frequent health problems
Friends are outside of school, usually older dropouts
Early marriage
Social adjustment and court related problems
Work offer and desire to work
Boredom/lack of interest
lack of motivation

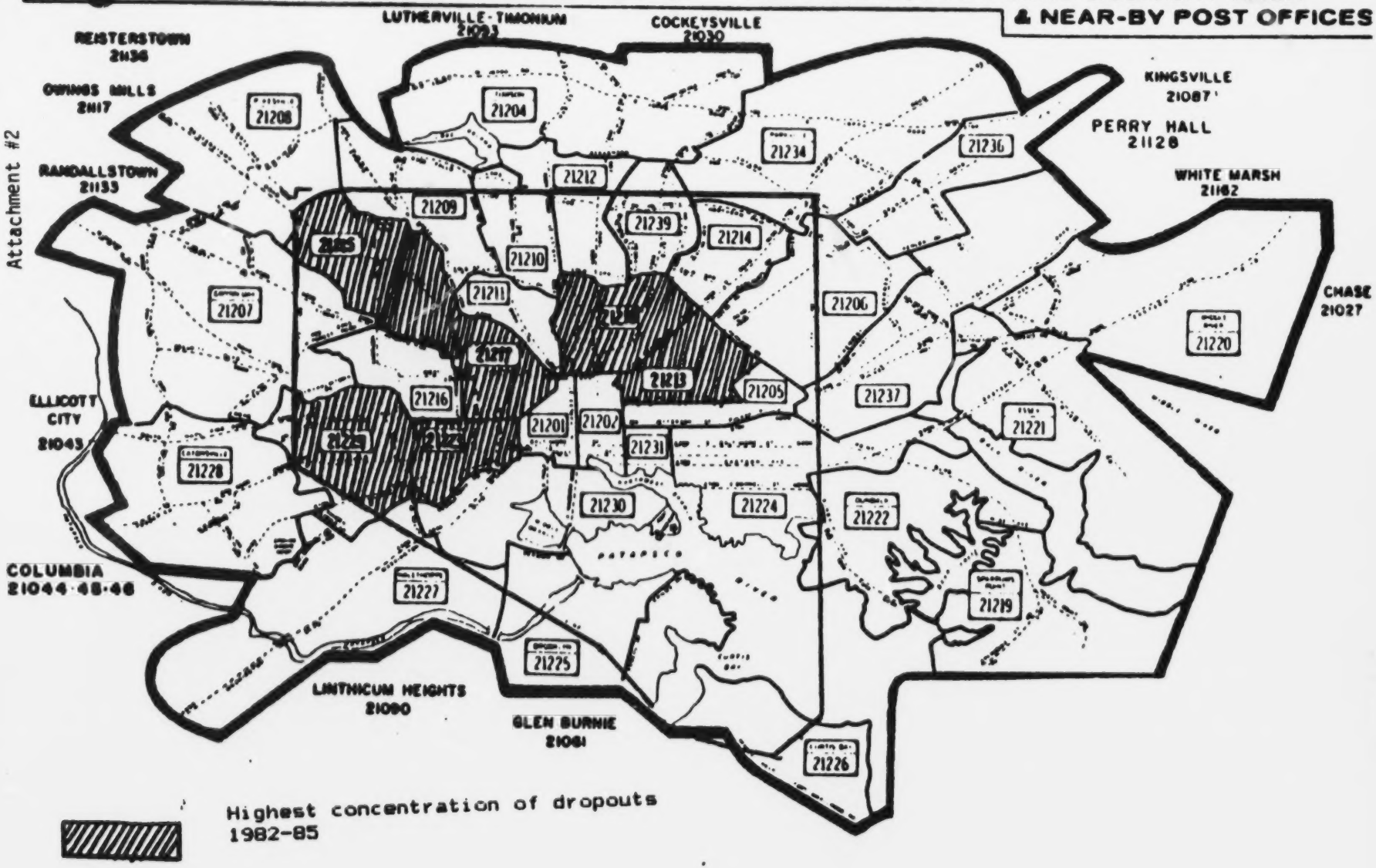
School Related Factors:

Absenteeism/Truancy/Frequent tardiness
Poor grades
Low math and reading scores (at least 1 yr behind)
Failure in one or more schools
Failure of grade
Lack of encouragement to stay in school
Feelings of rejection by school/feelings of alienation
Gifted and Talented student (frequently bored with school)
Disruptive behavior and rebellious attitudes toward authority
Loners/not accepted by peers
Classified as slow learners
Have repeated at least one grade
Not accepted or respected by teachers

Attachment #2

POSTAL ZIP CODE MAP

BALTIMORE, MARYLAND DELIVERY AREA & NEAR-BY POST OFFICES



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Attachment #3

Baltimore City Public Schools

INDIVIDUAL STUDENT RISK INDICATORS

Pupil Name _____ Pupil Number _____

Birth Date _____

INDICATORS	K	1	2	3	Review	4	5	Review	6	7	8	Review
Attendance - 45 or more days absent												
Standardized Rdg - 1 or more yrs. below grade												
Proficiency/Md. Funct. - fail 2 or more												
Disciplinary Removal - 2 or more												
Suspension(s)												
Retained At Grade												

GRADE 3 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

GRADE 5 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

GRADE 8 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

Office of Planning
NCC:eh
May 1986

Attachment #4

Baltimore City Public Schools

DRAFT PUPIL WITHDRAWAL RECORD DRAFT

To be completed for each pupil who is at least 16 years of age and voluntarily withdraws from the school system for reasons other than entry into an accredited educational program

PUPIL DATA

Name _____ School/Grade _____

Address _____ Spec. Ed. Level _____
(Include Apt. # and Zip)

Telephone No. _____ Pupil No. _____

Birthdate _____ Soc. Sec. No. _____

INFORMATION SOURCE(S)

☐ Pupil Interview ☐ School Staff

☐ Parent Interview ☐ Outside Agency _____
(Specify)

REASON(S) FOR WITHDRAWING

_____

_____

_____

_____

ALTERNATIVES SUGGESTED BY SCHOOL ADMINISTRATION

_____

_____

_____

SIGNATURES

Pupil _____ Date _____

Parent _____ Date _____

Administrator _____ Date _____

DROPOUT RETRIEVAL PROJECT

1st Year Report

1985-1986

DROPOUT RETRIEVAL PROJECT REPORT
1986
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INTRODUCTION

The Baltimore City Public Schools (BCPS) Dropout Advisory Council was formed to address the ever growing problem of school dropouts and to serve in an advisory capacity to the School Dropout Retrieval Project.

On February 24, 1986 Assistant Superintendent Edward M. Friedlander charged the Dropout Retrieval Advisory Council to

1) Oversee and advise the Dropout Retrieval Project.
2) Define "Dropout".
3) Develop policies and procedures on dropouts.
4) Suggest and develop programs and activities for returning dropouts.
5) Develop staff and student surveys regarding reasons for students dropping out.
6) Develop dropout profiles.
7) Plan a publicity campaign for Dropouts.

The Dropout Advisory Council is composed of representatives of the community at-large: (Police Dept., Health Dept., Social Services, Drug Abuse, Recreation, Parents, Business, NPA/Mayor's Office of Manpower Resources, etc.), and BCPS staff members.

Mr. Friedlander's action is in response to a commission from the Superintendent of BCPS, Alice Pinderhughes, regarding the increasingly serious school dropout rate. The dropout rate has increased from 9.8% in 1981 to 11.5% in 1985 (Office of Planning) with all indications that further increases are eminent.

Research of other LEA's and national studies (Teachers College Record, U.S. Dept. of Labor, Census Bureau etc.) reveal that the dropout issue is a national problem and it is having a grave effect on our society. Statistics from the Department of Labor (1985) and other sources show that the economy in particular is affected by the dropout and the loss of human resources even greater. Dropouts do poorly in the labor market for lack of an education and skills. They commit more crime and are four times more likely to go to jail than graduates. The majority of dropouts appear on the welfare rolls and are three times more likely to go to jail than graduates. The Census Bureau cited the following: more than one-third of dropouts were

jobless in 1981. Most inmates lack high school dipolmas. Most dropouts who find work are underemployed or find menial jobs for short periods of time if any at all. Because dropouts are unemployed or underemployed, the community loses billions of dollars in tax revenues from dropouts ages 25-34.

How we respond to this problem now will determine whether we create a permanant underclass or productive contributors to our community and society.

Methodology:

The Dropout Advisory Council selected two (2) sub-committees:

1) Policies and Procedures Sub-committee

Charge:

a) To Develop an operational definition of a dropout.

b) To Develop policies and procedures to govern the documentation of dropouts.

2) Programs and Activities Sub-committee

Charge:

To suggest programs and activities for the returning dropout student.

The Policies and Procedures sub-committee reviewed the following:

1. Definitions of dropouts.
2. BCPS circulars regarding dropouts.
3. BCPS Administrative Handbook.
4. School based attendance policies and procedures.
5. Public Information File (PIF) system for documentation of dropouts and assigning pupil identification number.

The Programs and Activities sub-committee reviewed the following:

1. Research on programs for dropouts.
2. BCPS programs currently serving dropouts.
3. Community based programs currently serving dropouts.
4. State and national funding programs for dropout programs.
5. National legislation pertaining to funding for dropout programs.

After the review of national literature and Baltimore City programs the committee developed recommendations for program innovations including an affiliation between Harbor City Learning Center and The Learning Center of the Mayor's Office of Manpower Resources . The findings of the two (2) sub-committees are incorporated into the recommendations.

The Dropout Advisory Council also developed surveys and administered them to BCPS staff members, returned dropout students, and dropouts still on the street.

POLICIES AND PROCEDURES REPORT

DROPOUT/RETRIEVAL ADVISORY BOARD
POLICIES AND PROCEDURES SUBCOMMITTEE
SUMMARY REPORT

Charge to the Subcommittee

1 - Develop an operational definition of a dropout.
2 - Develop policies and procedures to govern the documentation of dropouts.

Membership

Mr. N. Craig Cutter, Chair
Mr. Stanley Holmes
Mr. Louis Kane
Ms. Maggie Lane
Dr. Kathleen Luchs
Ms. Dorothy McCutheon
Ms. Annabelle Sher
Mr. Gary Unfried
Ms. Irene Williams
Mr. Jerome Williams
Dr. Vera Wilson

Overview of Recommendations

1 - Definition: A dropout is a student, age 16 or over, who leaves the school system prior to graduation, or prior to completion of a formal high school education or legal equivalent, and who does not reenter the school system or enter another accredited public or private educational institution or school program within 45 days.

2 - The withdrawal code "over 16 and not included elsewhere" should be replaced by two codes: "Voluntary (over 16)" and "Administrative (over 16)".

3 - Support/prevention services such as organized counseling sessions and intervention by trained specialists should be implemented beginning at the elementary level.

4 - An "Individual Student Risk Indicators" form should be maintained for each student beginning in kindergarten and continuing through grade 8. An in-depth review of each student profile including recommendations about intervention, should occur at the end of grade 3, 5 and 8.

5 - The current guidelines governing the tracking of students with poor attendance should be made a system policy to be followed by all principals.

6 - A "Pupil Withdrawal Record" should be completed for each pupil who is at least 16 years of age and voluntarily withdraws from the school system for reasons other than entry into an accredited educational program.

7 - Social Security Number should replace Pupil Number as the means of identifying students in the school system.

Attachments

1 - Report of Policies and Procedures Subcommittee, 13 March 1986
2 - Policies and Procedures Subcommittee -- Report #2, 28 April 1986
3 - Policies and Procedures Subcommittee -- Report #3, 19 May 1986

NCC:eh
16 June 1986

NAME & TITLE	N. Craig Cutter, Staff Director
AGENCY & ADDRESS	Office of Planning 2330 St. Paul Street
SUBJECT	REPORT OF POLICIES AND PROCEDURES SUBCOMMITTEE

CITY of BALTIMORE

MEMO

TO Dropout/Retrieval Advisory Board

DATE: 13 March 1986

The Policies and Procedures Subcommittee was given two charges:

1 - Develop an operational definition of a dropout.
2 - Develop policies and procedures to govern the documentation of dropouts.

The subcommittee has met twice, on March 5 and on March 13, to consider this charge and to develop recommendations. The following committee members attended one or both meetings:

Mr. N. Craig Cutter, Chair	Director, Office of Planning
Mr. Stanley Holmes	Principal, Harlem Park Middle #78
Dr. Earl Jones	Executive Director, Vocational, Adult and Community Schools
Mr. Louis Kane	Principal, Harford Institute #456
Ms. Maggie Lane	Director of Education, Baltimore Urban League
Dr. Kathleen Luchs	Executive Director, Senior High Schools
Ms. Dorothy McCutheon	Parent Liaison, Greenspring Middle #82
Ms. Annabelle Sher	Educational Specialist, Pupil Services
Mr. Gary Unfried	Principal, Harbor City Learning Center #413
Ms. Irene Williams	Educational Associate, Pupil Services
Dr. Vera Wilson	Principal, Fairmount Hill General Vocational #453

The following recommendations are made by the subcommittee:

1 - A dropout will be defined as any student, age sixteen or over, who leaves the school system prior to graduation or prior to the completion of a formal high school education or legal equivalent, and who does not reenter the school system or enter another accredited public or private educational institution or school program within forty-five school days.

2 - The process of identifying dropouts within the Pupil Information System should be modified to accurately reflect the forty-five day time frame incorporated in the definition of a dropout.

3 - A profile sheet should be developed and included in the individual guidance plan for each pupil. The profile should include pertinent factors in a matrix structure which would flag students who may need a particular type of support or assistance and who, therefore, might be "at risk" for dropping out.

4 - Support/prevention services such as organized counseling sessions and intervention by trained specialists be implemented beginning at the elementary level.

5 - The current guidelines governing the tracking of students with poor attendance (attached) should be made a system policy to be followed by all principals. (The subcommittee recognizes that this policy might be difficult for principals to implement given their current level of staff support. Although believing this to be the most appropriate policy, the subcommittee also recognizes that it might be necessary to modify the policy if additional staff support is not forthcoming.)

6 - An exit interview process should be formalized in a policy. The process should include completion by a school administrator and the student of a standard exit interview form which would become part of the student's cumulative record.

7 - The current "over sixteen and not included in any other category" withdrawal code should be eliminated and replaced by the following two codes:

-- Voluntary (16 or over)
-- Administrative (16 or over)

8 - Social security number should replace pupil number as the means of identifying students in the school system. This would require retooling the Pupil Information System and would require that each student have a social security number at the time of entry to the system. Once implemented, this policy would allow for much closer and more effective relationships and communication of student data between the various private and public agencies offering educational opportunities to students who have withdrawn from BCPS.

Based on guidance provided by the Advisory Board, the subcommittee is prepared to draft policy proposals relating to these recommendations.

NCC:eh
Attachment #1 - Minutes of March 5 Subcommittee Meeting
Attachment #2 - Proposed Policy Statements Developed By Dr. Louis Kane Following March 5 Meeting
Attachment #3 - Students' Attendance -- Policies and Procedures for School Staff

cc: Policy and Procedures Subcommittee Members

DROPOUT RETRIEVAL ADVISORY BOARD
Policies and Procedures Sub-Committee
BALTIMORE CITY PUBLIC SCHOOLS

Minutes
March 5, 1986

Committe members in attendance: Craig Cutter, Chairperson Dr. Vera Wilson, Maggie Lane, Gary Unfried, Louis Kane, Dr. Earl Jones, Dr. Kathy Lucas Dorothy McCutheon, Stanley Holmes, Irene Williams

Meeting was called to order at 10:00 a.m.
Craig Cutter read the charge given to the committee which is to:

1. Define "Dropout"
2. Develop policies and procedures to govern the documentation of the dropout.

Many concerns were mentioned as they relate to the potential dropout and

. codes 81-74-75-78,

. comprehensive high schools,

. expulsions and set time for return,

. transportation,

. purging of school rolls,

. appropriate placement,

. alternative counseling,
. upping and age of students,
. a name other than dropouts and
. profiles.

After much discussion of all of the above subjects the following recommendations were:

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.Definition of the school dropout should read:
"A dropout will be defined as any person, age 16 or over, who leaves school prior to graduation or completion of a formal high school education or legal equivalent, who does not within 45 school days enter another public or private educational institution or school program."

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Policies and Procedural Recommendations:

1. That BCPS convert to using the social security numbers of students for student I.D. numbers.

2. That each student be required to have social securtiy numbers.

3. That BCPS develop a profile sheet which could signal high risk students

4. That profile sheets, in a matrix format, be a part of each students packet on the inside cover of the individual guidance plan, with each year having a matrix of factors and a built-in barometer for signalling a need for further help.

5. That early counseling in elementary schools for appropriate placement and other services be implemented.

6. That BCPS adopt the dropout definition as presented.

Meeting adjourned 12:00 noon

Next meeting date: Thursday , March 13th, 1986

time: 10:00 a.m.

Place: 2330 St. Paul Street, Rm 100

BALTIMORE CITY PUBLIC SCHOOLS

DROPOUT RETRIEVAL ADVISORY BOARD
Policies and Procedures Sub-Committee

Craig Cutter, Chairperson	Staff Director Office of Planning	396-6594
Dr. Vera Wilson	Principal #453	396-9280
Maggie Lane	Dir. of Education Balto. Urban League	523-8150
Gary Unfried	Principal #413	396-0093
Louie Kane	Principal #453	396-6241
Dr. Earl R. Jones	Exec. Dir. Voc. Adult & Comm.	396-3681
Dr. Kathy Luchs	Exec. Dir. Senior High Schools	396-3527
Dorothy McCutheon	Parent Liaison #82	396-0672
Stanley Holmes	Principal #78	396-0612
Annebelle Sher	Educational Specialist #510	396-6687
Irene Williams	Education Associate #510	396-7407

THE HARFORD INSTITUTE

March 7, 1986

School Drop-Out and Retrieval Project
Sub-Committee on Policy/Procedures

Proposed policy statements

That -

1. A guidance packet be maintained for every student enrolled in the Baltimore City Public School system.

   - this packet will span the elementary/secondary school experiences of the student

   - the content materials maintained in the guidance packet will include information about the emotional, physical and academic history of each student. This information will be used in the school's attempt to counsel the student while he/she is enrolled in the B.C.P.S.

2. The recommendations of the task force (committee) charged with reviewing, assessing and offering proposals in the re-organization of the Elementary Division be carefully studied and used as they directly relate to this (Drop-out) Project.

3. A matrix scheme be adopted, maintained and used to record growth data etc. about the student throughout his/her public school experience

4. Organized counseling sessions be planned for all students throughout their elementary/secondary school experiences dealing with school and non-school related matters.

5. An objective of the B.C.P.S. is to provide appropriate education for every student in attendance

6. Students who show a need to improve in relationship to prescribed curricula will be made aware of this along with receiving intensive remedial - assistance if needed.

7. The B.C.P.S. must provide trained specialists to work in the schools when students manifest the need for assistance in -

   - emotional matters

   - behavioral matters etc.

8. A broad-comprehensive relationship be established between the B.C.P.S. and community-service agencies so that students (identified) will receive appropriate referral services in relationship to their needs/interests.

9. Comprehensive Senior High Schools must be committed to train each student for a high school diploma. Students withdrawn from the high schools, after their 16th birthday, should be only those persons who do not want to remain in attendance after every attempt has been made to keep them in school.

10. School program offerings should satisfy

    - State requirements

    - School board policy

    -

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- Community needs/interests

*- Student needs/interests

11. The B.C.P.S. will assign the most qualified persons available to staff its school programs. (Competent/ committed staff will retain students in school longer).

*12. Each secondary school will offer a Self-Awareness Course that will be required of students whose school record reveals the need to be enrolled in it to receive instruction about -

- Who am I?

- What do I need to know about myself?

- What do I need to know about my community?

- What do I need to know about my school?

- Role of education - its history, its objectives, how I fit in?

(Selected role models will be invited to share information with these students)

Persons returning to school, after having been withdrawn, will be required to enroll in the Self-Awareness Course. This course will be designed to help students develop the proper mind-set needed to be successful in a structured school-program.

13. Planned information about career choices will be disseminated to public school students throughout the school experience.

AUGUST 1984

Students' Attendance—Policies and Procedures for School Staff

The following procedures are required in all Baltimore City Public Schools.

I. LEGAL REFERENCES

The procedures relate to several applicable State Laws.

A. Section 7-301 of the Education Article requires regular school attendance of children between six and sixteen years of age. This law also sets forth the penalty for violations of the law in the nature of a fine not to exceed $50 per day of unlawful absence. The fine applies to the parents, guardians, or custodians of the children.

B. State Law also specifies that appropriate educational opportunities shall be provided for disadvantaged children. Note that this law requires the school system to offer educational opportunities for children defined as disadvantaged.

C. There are also laws relating to the education of handicapped children which require that appropriate educational programs be provided for such children (from birth) through age twenty.

The procedures herein deal rather exclusively with the Compulsory Attendance Law specifying required attendance between the ages of six and sixteen years.

II. SYSTEMWIDE DEFINITIONS

The following official definition of absenteeism shall be used by all public schools in Baltimore City.

A. *Lawful Absence, (Coded "L").* Absence from school shall be considered lawful under the following conditions:

- Death in the immediate family.*
- Illness of the student. The principal shall require a physician's certificate from the parent or guardian of a student reported continuously absent for illness.
- Court summons.
- Observance of religious holiday.
- Appointment with doctor, dentist, clinic, etc.
- Emergency illness of the student's own child.
- Breakdown of school transportation vehicle.

Lawful or legitimate absence requires a written explanation from the parent, guardian, or custodian of the child. In certain circumstances, notification to the school would come from an official agency.

B. *Unlawful Absence, (Coded "U").* Examples of unlawful absence are:

- No written explanation from the parent.
- Uncertified illness of student.
- Illness in family.
- Poverty.
- Illegal employment.
- Truancy (being out of school without parental permission).
- Parental permission but unlawful reason; e.g., babysitting, running an errand.

*"Immediate family," shall be defined as including parent, grandparent, brother, sister, spouse, child, (including those in the group who are step-, half blood, or foster relations). For death of such family members, a maximum of four school days will be considered lawful. For all other relatives, a one day absence shall be considered lawful.

In actuality, some of the above explanations for unlawful absence may represent "real" reasons for the absence. Such situations require immediate and careful investigation. In terms of the attendance laws, they are not a lawful basis for absence.

C. *Involuntary Absence, (Coded "I").* Examples of involuntary absence are:

- Suspension proceedings.
- Disciplinary removal.
- Detention at a residential facility such as the Maryland Training School. The student is to be marked absent and coded *I*. (Schools are notified of those students who are detained, using the form "Action of Juvenile Court of Baltimore City.")

The examples given are to assist teachers in determining whether an absence is *L*, *U*, or *I*. THE LETTER CODES ARE TO BE RECORDED IN ROLL BOOKS.

III. SPECIFIC PROCEDURES

A. *Local Schools*

1. Every teacher in homeroom, self-contained, and subject matter classes shall maintain accurate, clear, and complete daily attendance records for each student. These records shall be kept in a roll book furnished each teacher by the school system. Absences shall be marked *L* (Lawful); *U* (Unlawful); or *I* (Involuntary).

2. Each homeroom or self-contained teacher in secondary schools shall submit a daily report to the school office at the close of the homeroom period, or by a time specified by the principal, on a form and in a manner prescribed by the principal, showing each student absent from the homeroom at the close of that homeroom period.

NOTE: Procedures 3 through 6 below apply primarily to secondary schools. Appropriate modifications should be worked out by elementary schools.

3. Any student arriving in school later than at a time predetermined by the principal must obtain a late pass before being admitted to any subject class. The school will keep a daily roster of all students who obtain late passes. The daily roster of late students shall be maintained by the school through the close of the school year. It is essential that a procedure be developed in each school which charges an absence to a lateness.

4. It is suggested that every school prepare a daily list of absentees and of those receiving late passes in sufficient number so that all teaching staff and other staff (e.g., counselors) needing such a list will receive a copy. This list will be made available to staff as early in the school day as possible. The use of daily monitor slips is acceptable as currently operating in some secondary schools.

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5. Each homeroom teacher shall report in writing to the principal or his/her delegate the full name and homeroom of each student absent for three days in any week (or a span of five school days). The reason for the absence shall be indicated if known. This report shall be delivered to the principal or his/her delegate by the close of school on the last day of the school week. Also, each homeroom teacher shall report in writing to the principal or his/her delegate the full name and homeroom of each student who is beginning to exhibit patterns of absence without satisfactory explanation. The requirements of reporting as stated herein shall be regarded as minimum requirements and any principal may require more frequent reporting of absence if this is felt necessary by him/her in any individual school.

   It is important that good lines of communication be established. Investigative information, as well as status information, should be shared by the teacher and others in the school with regularity.

6. Each subject matter teacher shall report in writing to the principal or his/her delegate the full name and homeroom of each student absent from class without satisfactory explanation and who was not listed as absent from homeroom or school. Before reporting this absence, the subject matter teacher, at the first available opportunity, shall try to ascertain from the student whether or not such absence was authorized; if unauthorized, such absence shall be reported immediately to the principal or his/her delegate.

7. In general, for each day of absence, the school shall require and obtain a record of the reason, either by note, telephone, or other means. If the school has made reasonable efforts to obtain an explanation for the absence and is unable to do so, the absence shall be regarded as unlawful. This assumes that the school is not at fault in trying to secure accurate information.

8. The success of the attendance program is dependent upon the efforts and initiatives undertaken at the local school level. As teachers report the names of those absent three days in a week, where no valid reason for the absence has been determined, the school shall communicate with the parent or guardian by letter, postcard, telephone, home visit, or other means to determine the reason(s) for the absence(s) so that an effort can be made to rectify the situation. The same procedure is to be followed for students who exhibit irregular attendance patterns and where no valid reason for the absence has been determined. If the reason is learned, the appropriate code letter should be entered in the pupil attendance roll book. If no reason is learned, the student is to be considered unlawfully absent.

9. The principal of each local school shall designate a staff member who will have the responsibility for coordinating that school's attendance program. The person shall be called the local school attendance manager.

10. All schools are required to maintain pupil emergency cards and to update them periodically, preferably on a monthly basis. **A MID-YEARLY UPDATING IS REQUIRED.**

11. All schools must have a procedure for admitting students who arrive late, regardless of the time, and for changing the record of that student's absence to lateness.

12. The local school staff is responsible for coding all absences according to the LETTER codes established.

13. If a student has been absent six or more school days in a month and the reason for the absence is unlawful or unknown, the school shall advise parents of the compulsory attendance law and issue a warning in writing; said warning to alert parents to the possibility of more formal legal action by the school system. Every effort should be made to obtain reliable information from the home regarding the reasons or causes for the student's absences. Whenever possible, schools should refer such cases to support services both inside and outside the school system, i.e., attendance services, social workers, DSS, community counseling agencies, etc.

14. *Informal Hearings.* In cases where the attendance of the student does not improve and where unlawful absence is clearly suspected or actually confirmed, the parents and student shall be summoned to the school for an *informal hearing*. There are two primary purposes for the informal conference: (1) fact finding with the primary emphasis on determining the reasons for absence and (2) developing an action plan to assist the student (and the family, if needed). The hearing should permit the staff to review the total situation and to develop assistance and support plans aimed at improving the educational adjustment of the student. The informal hearing shall be conducted on a nonpunitive basis. It is the responsibility of the school principal to identify the appropriate staff member(s) who will be responsible for the informal conferences.

15. When, after the informal hearing, and after referrals have been made to the appropriate resource services, there is no improvement in the student's attendance and a satisfactory explanation is not available, the school may wish to discuss the case with the court consultant (6-6729) for possible referral to either District or Juvenile Court.

IV GENERAL INFORMATION

A. In accordance with school system policy, no student may be automatically dropped from the roll without first making an effort to contact the home. For students who are sixteen years of age and older, it is suggested that a letter be sent to the student's home, indicating that, if the student is not in school within ten days or the school has not been contacted by the parent/guardian, the student will be dropped from the roll. Readmission of such students should be allowed only at quarter breaks. It is suggested that the student be put on "contract" specifying the precise conditions for re-enrollment. The "contract" should be signed by all involved parties.

B. It is the responsibility of every school to assist returning PWs, especially those over the compulsory attendance age of sixteen years, in locating an appropriate educational program. The school counseling staff would be best able to interpret Carnegie units and assist the student in choosing an appropriate program.

Questions regarding roll books, TSAR sheets, etc., should be referred to Mr. Robert Dix, *66591*.

Questions regarding general policies and procedures should be referred to Mrs. Rita Bortz, *6-6722*, Mr. Steven Webster, *6-6724*, or Mr. Stuart Tabb, *6-6729*.

FROM

NAME & TITLE: N. Craig Cutter, Staff Director

AGENCY NAME & ADDRESS: Office of Planning
2330 St. Paul Street

SUBJECT: POLICIES AND PROCEDURES SUBCOMMITTEE--REPORT #2

CITY of BALTIMORE

MEMO

TO

DATE

Dropout/Retrieval Advisory Board

28 April 1986

The Policies and Procedures Subcommittee met on April 24 to consider the tasks identified by the Advisory Board at its March 17 meeting.

The primary focus of the Subcommittee was on the exit interview process. Our recommendations relate to our existing proposal that the present catch-all withdrawal category "over 16 and not included elsewhere" be replaced by two categories -- "Voluntary (16 or over)" and "Administrative (16 or over)". (March 13 report, recommendation #7.) Any student who is at least 16 and makes it known to school officials that he or she is leaving school with no intention of entering another accredited educational program would be coded as a "Voluntary" withdrawal. For each of these students, a record should be made of the withdrawal or exit from the school system.

Attached is a draft of the "Pupil Withdrawal Record" form developed by the Subcommittee. We changed the title from Exit Interview because of the likelihood that if a formal interview were not possible, such a record could be compiled from anecdotal information provided by school staff and/or outside agencies. The key point is that every effort must be made to learn from and provide some final direction to these students who make their intentions known prior to dropping out of school.

The Subcommittee spent the balance of its time discussing the profile sheet proposed as a means of identifying "at risk" students. (March 13 report, recommendation #3.) Among the possible indicators listed were the following:

- -- attendance
- -- classroom grades
- -- retentions
- -- conduct, DR, suspension record
- -- age relative to grade
- -- reading level relative to grade

Even beyond the question of what the indicators should be are several very basic issues:

1 - When in a pupil's school career should the profile be initiated?

2 - Who is going to be assigned the task of maintaining the profile which will become increasingly burdensome as records are generated for more and more students?

3 - Will secondary administrators or counselors realistically be able to review and act on profile information for large numbers of entering students each year?

4 - What resources would be available to administrators for dealing with "at risk" students?

The subcommittee will schedule one or two meetings prior to the next Advisory Board meeting to consider other issues identified on March 17 along with any feedback provided today.

NCC:kc

Attachment

Baltimore City Public Schools

DRAFT

PUPIL WITHDRAWAL RECORD

DRAFT

To be completed for each pupil who is at least 16 years of age and voluntarily withdraws from the school system for reasons other than entry into an accredited educational program

PUPIL DATA

Name _____ School/Grade _____

Address _____ Spec. Ed. Level _____
(Include Apt. # and Zip)

Telephone No. _____ Pupil No. _____

Birthdate _____ Soc. Sec. No. _____

INFORMATION SOURCE(S)

☐ Pupil Interview ☐ School Staff

☐ Parent Interview ☐ Outside Agency _____
(Specify)

REASON(S) FOR WITHDRAWING

_____

_____

_____

_____

ALTERNATIVES SUGGESTED BY SCHOOL ADMINISTRATION

_____

_____

_____

SIGNATURES

Pupil _____ Date _____

Parent _____ Date _____

Administrator _____ Date _____

FROM			
NAME & TITLE	N. Craig Cutter, Staff Director	CITY of BALTIMORE	
AGENCY NAME & ADDRESS	Office of Planning 2330 St. Paul Street	MEMO	
SUBJECT	POLICIES AND PROCEDURES SUBCOMMITTEE -- REPORT NO. 3		

TO Dropout/Retrieval Advisory Board

DATE: 19 May 1986

The Policies and Procedures Subcommittee has convened twice since the last Board meeting. Our primary focus during both meetings was the development of a profile sheet which could be used to identify students "at risk". In our judgment, such a profile should be easily maintained, yet structured enough to allow for early identification and monitoring of potential drop-outs.

We narrowed the list of possible risk indicators to six:

- Attendance -- 45 or more days absent
- Standardized Reading Score -- 1 or more years below grade level
- Proficiency/Maryland Functional Results -- failing 2 or more tests
- Disciplinary Removal(s) -- 2 or more
- Suspension(s)-- 1 or more
- Retention at Grade

All of this information should be available to homeroom teachers. At the end of each school year, teachers would be asked to update the Individual Student Risk Indicators form for each of their students by checking any indicators that apply.

At three points in a student's career, there would be an in-depth review of his/her profile. These reviews would occur at the end of grade 3, 5, and 8 in order to coincide with programmatic transition points and would be completed by the school Promotional Committee. For purposes of these reviews, the number of risk indicators would be reduced to four -- attendance, test performance, discipline, and grade retention. If two or more of these areas were checked by the committee, it would be necessary for the appropriate review section of the form be completed. As concisely as possible, the committee would indicate areas in which the student is receiving or needs remediation or other intervention, any involvement with outside agencies, and recommendations for addressing risk areas.

This review process, although potentially valuable as a means of identifying troubled students, represents an additional record keeping burden for all elementary and intermediate schools, one for which no additional support would be forthcoming. Therefore, if it is to be successful, this review process must be "sold" to principals rather than imposed upon them. There will also be questions of logistics which must be resolved, including where the profiles should be maintained (in cumulative records? in a central file? is the answer the same for elementary and intermediate schools?) and how "at risk" transitional students should be flagged for receiving principals. Finally, there is a question as to whether the review process should be introduced simultaneously in all schools or whether it would be piloted for a year in order to "debug" it. If the decision were to proceed on a pilot basis, a place to start might be the thirty elementary schools which have extra resources in the form of Teacher Assistance Teams.

Attachment
NCC:eh

Baltimore City Public Schools

INDIVIDUAL STUDENT RISK INDICATORS

Pupil Name _____ Pupil Number _____

Birth Date _____

INDICATORS	K	1	2	3	Review	4	5	Review	6	7	8	Review
Attendance - 45 or more days absent												
Standardized Rdg - 1 or more yrs. below grade												
Proficiency/Md. Funct. - fail 2 or more												
Disciplinary Removal - 2 or more												
Suspension(s)												
Retained At Grade												

GRADE 3 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

GRADE 5 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

GRADE 8 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

Office of Planning
NCC:eh
May 1986

PROGRAMS AND ACTIVITIES REPORT

Dropout/Retrieval Advisory Board

Program and Activities Sub-Committee

Summary Report

Charge to the Subcommittee

1 - Recommend preventive program models and activities

2 - Recommend programs and activities to recruit and serve reenrolling dropouts.

Membership

Mr. Carl Wheeler, Chairperson

Mr. Edward Boston	Mr. Daniel J. Lipstein
Ms. Judith Jenkins	Mr. Milton Schnitzker
Mr. Kenneth D. King	Mr. Gary Unfried
Ms. Lynn Linde	Ms. Irene Williams

Overview of Recommendations

1 - A publicity campaign should be developed, based upon dropout survey results, targeted to reaching the dropout and providing information on available re-enrollment services. This campaign should not be launched until adequate resources for serving dropouts are in place in Baltimore City Public Schools.

2 - A coordinated system of Intake and Referral should be developed which uses multi-agency screening and referral potential.

3 - Linkages should be established with support service providers to provide for referrals for service of dropouts and at risk students.

4 - Options for creative funding should be developed to include, but not be limited to, seeking foundation support, seeking special grant support and planning with other agencies to maximize collaborative application of existing fiscal resources.

5 - Individualized Educational Contracts should be designed and used for all at risk students in grades above seventh, and for all returning dropouts.

6 - Incentive programs providing rewards for performance such as after school jobs or free event tickets should be initiated as attendance and achievement motivators for at risk students and reenrolled dropouts.

7 - Discussions with other city agencies on interagency resource pooling and planning should be initiated in school year 1986-87.

8 - The Dropout Advisory Board should continue operation in the 1986-87 school year to advise, support and oversee project development.

9 - Baltimore City Public Schools should hire a permanent full-time Director of Alternative Education charged with coordinating services to dropouts and implementing interagency collaboration agreements.

10 - An advocacy network should be formed to lobby for increased resources for dropout prevention and reenrollment services.

11 - Baltimore City Public Schools should commit adequate, stable and long term funding to support services for dropout prevention and reenrollment.

12 - BCPS should develop program models which include the following components:

a. programs combining intensive individualized competency-based remedial education combined with job services

b. programs including well planned counseling services and training activities targeted to behavior changes.

c. programs that incorporate career education.

d. programs that provide job search assistance.

13 - Programs should be year round, include rolling admission, grant recognized credentials and include what ever support services needed to enhance success (job training, child care, transportation, counseling, employability skills, etc.)

14 - Programs should offer a recognized credential.

15 - Develop outreach activities to involve the community in dropout prevention and retrieval. (Parents, businesses, etc.)

16 - Identify programs and provide a continuum of programs from K-12.

17 - Develop new programs and staff development regarding the retrieval and prevention of dropouts.

Attachments

NAME & TITLE	Carl Wheeler, Chairperson
AGENCY NAME & ADDRESS	Office of Manpower Resources Neighborhood Progress Association 101 West 24th Street
SUBJECT	Report of Programs and Activities Sub-Committee

CITY of BALTIMORE

MEMO

TO

DATE: April 4, 1986

Mr. Edward M. Friedlander
Assistant Superintendent
Division of Pupil Services and Special Education

The Programs and Procedures Sub-committee was given the charge of suggesting programs and activities for the returning dropout student.

The sub-committee has met on three occasions: March 10, March 21, and on April 3, to consider this charge and to develop recommendations. The committee members are:

Carl Wheeler, Chairperson	Office of Manpower Resources
Kenneth D. King	Army National Guard
Milton Schnitzker	Army National Guard
Edward Boston	Baltimore Recreation and Parks
Gary Unfried	Harbor City #413
Judith Jenkins	Southwestern Senior High School #412
Lynn Linde	Office of Guidance Services
Annabelle Sher	Office of Child Find
Irene Williams	Dropout Retrieval Project

The sub-committee identified nine objectives to satisfy its stated charge; they are as follows:

1. The sub-committee will clarify, to the extent possible, the number and percentage of dropouts from BCPS.

2. The committee will research trends in rates of dropout and define populations leaving school before completion.

3. The committee will identify existing BCPS and non-BCPS education programs serving Baltimore City dropouts.

4. Based on above data, the committee will develop a clear, concise statement of need for services.

5. The committee will establish specific goals and timelines for design and implementation of services and for the numbers and target groups to be served.

6. The committee will research what program services have proven most effective in assisting dropouts to complete school.

7. The committee will explore coordination with local programs that serve dropouts.

8. The committee will explore potential for access to existing funding sources or ways to generate new revenue for support of program implementation.

9. The committee will develop a proposal for coordination of existing services, for new program design, for funding and for implementation.

The sub-committee is also submitting a "shopping list" of programs and activities we feel are vital to serving the needs of the dropout population. The committee also submits this suggested list with a strong recommendation that vigorous commitment for stable funding and evaluations of these programs be of highest priority.

The sub-committee submits the following outline of suggestions. Detailed descriptions for each component will be forthcoming.

1. Publicity Campaign (Bus billboard, TV, Radio, etc.)

2. Intake Process

   A telephone "hotline" will be operational June through August. Through the hotline, appointments for intake interviews will be scheduled. An expansion of The Evening Counseling Program or a similar program will screen, assess and refer students to appropriate programs, including Child Find, when appropriate.

3. In-take and referral procedures - with a September registration deadline. An intake and referral packet will be made. Cost of training and materials must be included here.

4. Develop programs for the expansion and linkage to existing programs which lead to a G.E.D., Diploma, Certificate of Completion and alternative classrooms and/or programs.

5. Retrieval Programs and Activities

   a. Alternative Schools - expansion of Harbor City, Harford Institute etc.

   b. Development of Career Education self-awareness courses

   c. Career planning and employability training

   d. Flex-time for classes

   e. I.E.C. (Individualized Education Contracts)

   f. Computer assisted networks

   g. Support services - child care, transportation, free or reduced lunches, medical services, etc.

   h. Curriculum modifications

Advisory Board

Dropout Prevention and Reenrollment

Current Resources

Legislation	Description	Revenues	
Chapter I	for special needs of educationally deprived - Education Consolidation and Improvement Act Whole schools designated Chapter I based on % low income families within an attendance area (PODEL identifies schools)	25,687,000	
Chapter II ✓	Chapter 2 ECIA - subtitle D, Title V, Omnibus Budget Reconcilliation Act of 1981 (PL-95-35) Foci: improvement in basic skills educational improvement and support services special projects	1,496,000	
Handicapped ✓	Education for the Handicapped (PL 94-142) Special education needs	3,984,000	
Vocational Education ✓	Voc Ed Act of 1984 more money to districts serving handicapped and disadvantaged	1,500,000	
Adult Education ✓	Reauthorized last session of Congress State grant for GED, ABE, ESL & vocational training	231,000 local share	
Impact Aid	Reauthorize last year parents who live and work of federal property "A" or live or work on federal property "B" -not targeted	250,000	
School lunch	up for reauthorization free or reduced based on student income	13,850,000	
JTPA	44% on youth - must be spent through LEA'S Summer only	IIA 8% IIB	

6. Prevention programs and activities

   a. Remediation in Junior High/Middle counseling and support with linkage to elementary school programs (Non Responsive Student Program)

   b. Work placement programs - (before and after school)

   c. School related job programs

   d. I.E.C. (Individualized Education Contracts), I.G.P. (Individualized Guidance Programs)

   e. Curriculum modification

   f. Profile-process in elementary school with counselors.

The sub-committee wishes to receive feedback on the submitted suggestions prior to the next Dropout Advisory Board which is scheduled for April 28, 1986 from 1:00-2:30 p.m. Your comments will then be used for further planning.

A meeting with you at your earliest convenience would be appreciated. Please advise when you will be free to meet with us. I can be reached on 396-7510.

Dropout Retrieval Advisory Board

Programs and Activities Committee

I) Surveys/Data Base Analysis

a) Expanding Base

b) Information will be used for service model design

II) Recruitment Campaign

a) Recruitment will be deferred until specific resources for placement are defined

b) Committee is exploring city wide resources for re-enrollment

III) Intake

a) Intake will be at minimum, a two step process

1. general screening and assessment
2. special services assessment where warranted

b) Linkage with systems having neighborhood based intake units is being explored

IV) Retrieval Program Models

a) Program models will be defined based upon needs determined through profile analysis

b) Committee has revieved literature on what models seem most effective in serving dropouts

c) Linkage with existing programs is being explored

V) Budget

a) Funds will have to be generated for upcoming school year

b) Some Chapter II money may be reallocated under circumstances warranting such movement

c) Resource pooling between BCPS/OMR is being reviewed as one avenue for funding

VI) Prevention

a) Data base survey results will be reviewed to determine profile of dropouts

b) Existing prevention activities shall be reviewed in light of profile

c) The Committee will make recommendation on use of current resources to foster dropout prevention in school year 1986-87

PROGRAM PLANNING

SUB-COMMITTEE

DROPOUT RETRIEVAL ADVISORY BOARD

I) The sub-committee will clarify, to the extent possible, the number and percentage of dropouts from BCPS.

II) The committee will research trends in rates of dropout and define populations leaving school before completion.

III) The committee will identify existing BCPS and non-BCPS education programs serving Baltimore City dropouts.

IV) Based on above data, the committee will develop a clear, concise statement of need for services.

V) The committee will establish specific goals and timelines for design and implementation of services and for the numbers and target groups to be served.

VI) The committee will research what program services have proven most effective in assisting dropouts to complete school.

VII) The committee will explore coordination with local programs that serve dropouts.

VIII) The committee will explore potential for access to existing funding sources or ways to generate new revenue for support of program implementation.

IX) The committee will devleop a proposal for coordination of existing services, for new program design, for funding and for implementation.

I. Administrative Activities and Strategies

A. Utilize school promotional committee to identify potential drop-outs and to recommend associate interventions. (See Administrative Handbook Section 345.01)

B. Utilize academic monitoring procedures such as deficiency notices for early identification.

C. Obtain regular feedback from parents, students, and staff to provide ongoing program assessment.

D. Implement a teacher/advisor program.

E. Team an unresponsive student with a responsive staff person.

F. Coordinate an organized articulation program from grade to grade and from school to school.

G. Use some tangible reinforcements e.g., assemblies, game rooms, etc., for unresponsive students who exhibit positive behavioral changes.

II. Instructional Activities and Programs

A. Implement pre-vocational programs in middle/junior highs.

B. Explore additional art, music, and physical education in middle/junior highs.

C. Begin/expand a student facilitator (peer counseling) program.

D. Provide additional academic instruction through coach classes.

E. Increase student interest by utilizing essay contests, poster contests, etc.

F. Develop co-curricular activities such as clubs, sports programs, etc.

G. Continue a strong basic skills program.

H. Strengthen career education programs.

I. Revise the curricula where necessary.

J. Implement the Individualized Guidance Program.

K. Build the master schedule to permit clustering and teaming.

L. Expand Project Go.

III. Support Services

A. Utilize counselors, social workers, and school psychologists to conduct group counseling.

BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND 21218
Office of
The Superintendent of Public Instruction

Circular No. 287
Series 1981-82

April 27, 1982

STUDENTS
Drop-Out Prevention

TO: Regional Superintendents, Principals and Heads of Central Office Units

FROM: John L. Crew, Sr., Superintendent of Public Instruction
Virginia Roeder, Deputy Superintendent of Public Instruction
Thomas R. Foster, Deputy Superintendent, Bureau of Educational Support Services
Robert C. Lloyd, Assistant Superintendent, Division of Pupil Services and Development

Objective V of the Five-Year Plan recently adopted by the School Board focuses on the "unresponsive student." This circular specifically addresses one sub-set of that total group of students, namely, the potential drop-out. While the large majority of students are responding to the various programs and services the school system offers, there are some students who can be identified as unresponsive to these existing programs and services. Unfortunately, their failure to respond usually culminates in their dropping out of school before graduation.

A purpose of this circular is to outline a proposal presented recently to the School Board. The proposal emphasizes the reduction of the student drop-out rate by utilizing techniques geared to assist unresponsive students.

Sixteen pilot schools have been selected with four from each of the four regions for intensive applications. All principals have responsibility for beginning to implement this spring the core activities and strategies listed below. Most schools already have many of these activities. The contents of this circular have been developed to assist all schools in planning a realistic, organized approach to preventing drop-outs. This prevention must begin in elementary school and continue through middle/junior high to senior high. All schools should initiate immediately a variety of efforts to get at the student drop-out problem this spring and, further, to begin planning for extended, comprehensive programs for the 1982-83 school year. We must, as a system, reduce the number of student drop-outs.

Questions about the contents of this circular can be addressed to Dr. Robert C. Lloyd on 6-6718. Specific inquiries concerning instructional matters should be referred to the appropriate assistant superintendent or office.

/wph

BEST COPY AVAILABLE

B. Utilize central and regional office staff in providing services to unresponsive students.

C. Organize an effective student government.

D. Expand the work-study program.

E. Experiment with flex-time schedules for staff.

IV. Staff Development

A. Have workshops for teachers on child and adolescent psychology.

B. Have in-service workshops for administrators on meeting the needs of unresponsive students.

C. Have workshops for classified staff on human relations skills.

D. Have workshops for the curriculum coordinators on such topics as student motivation.

E. Organize training sessions for pupil services staff.

V. Evaluation and Assessment

A. Monitor all activities and strategies to determine their effectiveness.

B. Obtain feedback from staff, parents, and students.

Programs in B.C.P.S.

FRANCIS M. WOOD.

178 - 225 ± ST - 15-21 yrs - JR/SR High, Drop/out PREVENTION - ALT. Ed. - D.E.C. PROGRAM - ENTRY mostly Sept/Feb. Office of St. PLACEMENT.

457 - LAURENCE G. PAQUIN - 200 ± ST. - 13-18 - PREG STUDENTS, USUALLY NOT MORE THAN 1 yr - TEACHES Acd + PARRENTING, ENTRY WHEN NEEDED. Office of St. PLACEMENT.

413 HARBOR CITY: 400 ST - 16-22 SR High /+/ G.E.D. 310 OMR/90 ALT. / 150 G.E.D., 250 Dip NPA/O.H.R., Office of ST PLACEMENT, Suspension SERVICES. ENTRY SEPT/JAN/APRIL.

456 HARFORD INSTITUTE: ADULT EDUCATION, 16 AND OLDER Diplomia, G.E.D., EXTERNAL Diplomia, ENTRY Sept + Feb.

91 NORTHERN PARKWAY J.H. CRISIS CLASS 20-25 ST. - SHORT TERM CONTROL.

DROP-OUT PREVENTION EFFORTS

1. LINN LINDE - WORKS WITH 12 JR/MIDDLE SCHOOLS TO HELP TRS PREVENT DROP-OUTS

2. ADJUSTMENT TEACHERS - IN 30 EL. SCHOOLS NOW BEING SET UP TO HELP ST. REMAIN IN SCHOOL

3. EL. COUNSELORS -

#303 THE UPTON SCHOOL - HOME AND HOSPITAL SERVICES - WORKS WITH CONFINED ST. - USES TV/PHONE/1-1 INSTRUCTION - MOST INSTRUCTION TRANSITIONAL - SOME LONG TERM.

DROPOUT RETRIEVAL PROJECT

SURVEY RESULTS

1985-1986

Dropout Retrieval Project
Staff Survey Summary Report

5/20/86

Introduction:

During the months of March and April, 1986 the BCPS Dropout Retrieval Project surveyed school based staff for the following purposes:

1. To determine how BCPS school staff define a dropout.

2. to determine how familiar are they with BCPS policies.

3. To determine if Special Education students drop out for different reasons than General Education students.

4. To determine to what extent school staff perceptions differ in policy interpretation and use.

The following summarizes the process and results of this survey.

Methodology:

The majority of the Middle, Junior, and High Schools were surveyed. Three hundred (300) surveys were sent out. A total of 273 Principals, Vice Principals, Department Heads and Counselors participated in the survey. The survey was anonymous.

Survey Findings:

In general administrators and staff gave similar responses to questions; therefore, unless indicated results apply to both groups. The percentages were based on number of persons responding to the question.

1. Administrators and staff agree that a dropout is defined as "a student who stops coming to school."

2. On the question of whether or not there is a formal school policy for dropouts both staff and administrators were evenly split in their responses.

Policy is well defined	No formal policy
Admin. 46%	Admin. 21%
Staff 42%	Staff 22%

3. On the question of who is responsible for documenting dropouts, the response varied among buildings. Counselors and Vice principals were most often the primary persons responsible for documentation.

Education Assist. 15%	Counselors 26%
Secretary 10%	Vice Principals 24%
Teachers 10%	Principals 9%
Department Heads 1%	Other 4%

4. The majority of staff responding indicated that early identification of dropouts is in use in the schools.

5. Responses to specific questions about policies indicate that the majority of the staff are aware of BCPS policies and procedures with weaknesses in only two (2) areas:

a. At which point is a student considered a non-return or dropout?

b. Must a student 16 and older sign a contract before re-enrolling with the principal?

6. The critical reasons for students dropping out were:

a. Multiple grade failures
b. Frustrated with process of education
c. lack of home support

The same critical reasons for dropping out were given for both regular and special education students.

7. Staff were questioned concerning the reasons students drop out of school. Of seventeen (17) possible reasons for dropping out, the cluster of reasons related to students attitude towards school was most frequently cited.

8. In response to the statement, " BCPS does all it can to encourage students to stay in school", the following was found:

Strongly agree 12%
Agree 25%
Neutral 17%
Disagree 33%
Strongly disagree 12%

9. There was strong agreement, sixty nine percent (69%), that the dropout rate in BCPS is cause for concern.

10. There was concensus, seventy five percent (75%), among staff that the dropout rate should be cause for concern in their schools.

11. There was strong agreement, seventy nine percent (79%), that every effort should be made to get dropout students back in school.

12. Staff consistently reported that they used all available means to document dropouts:

Pupil Information Form (PIF)
Written Correspondence
Exit Conference
Home Visits
Telephone Calls

13. There was a wide range (ages 6-18) of responses to the question of the age at which the critical signs of dropping out appear.

14. Eighty four percent (84%) of Principals reported that multiple disciplinary removals or suspensions are indicators of potential dropouts.

Dropout Retrieval Project
Student Survey Summary Report

6/13/86

Introduction:

During the months of April and May 1986 the BCPS Dropout Retrieval Project surveyed dropouts who had returned to school as well as those who had not for the following purpose:

1. To determine why students dropped out.

2. To determine when they dropped out.

3. To determine how school dropouts use their time.

4. To determine what factors contributed to the students' dropping out.

5. To determine what dropouts feel the school needs to better serve them.

6. To determine to what extent students' views and staffs' views differ.

Methodology:

A total of three hundred seventy three (373) students were surveyed. Students who are currently in an educational program (215) and current street dropouts (158) comprised this group. The survey was anonymous upon request. Former dropouts were trained and employed to survey their peers who had not returned.

Survey Findings:

1. The racial makeup of those responding to the survey was:

89% Black
7% White
0.8% Native American
2% Other

2. Fifty three percent (53%) of the students responding were female and forty seven percent (47%) were male.

3. Those students responding by age were:
10% - 16 years old
18% - 17 " "
21% - 18 " "
17% - 19 " "
12% - 20 " "
9% - 21 " "

The oldest respondent was 44 years old and the youngest, 15 years old.

4. Thirty five percent (35%) of the students responding left school in the 10th grade.

5. In response to the question, "What are you doing now?", the responses in rank order were:

Working
Getting training for a job
Not working
Not really doing anything

6. In response to the question, "How do you usually spend your day?" the responses in rank order were:

Watching T.V.
Listening to radio
Hanging out
Hanging out
Reading newspapers
Spending time at recreation centers

7. In response to the question, "What T.V. Channel do you watch most often?" the responses in rank order were:

Channel 11
" 13
" 2
" 45

8. In response to the question, "What time do you usually watch T.V.?" the responses in rank order were:

During the afternoon
" " evening
All day long
During the morning

9. In response to the question, "What radio station do you listen to?" the responses in rank order were:

V103
WWIN
WEBB
B104
WHUR
WEAA

10. In response to the question, "When do you usually listen to the radio?" the responses in rank order were:

During the evening
" " morning
" " afternoon
All day long

11. In response to the question, "Do you read the newspapers regularly?", forty four percent (44%) responded yes and fifty five percent (55%) responded no.

12. The newspapers most often read were, the Sunpapers and the News American (in print at time of survey).

13. Eighty three percent (83%) of those responding do not attend church regularly.

14. Seventy nine percent (79%) of those responding go to a recreation center.

15. From those students responding to the survey the following reasons, in rank order, were given for dropping out:

Failing
Pregnancy
Did not like school
Bored
Teacher and staff attitudes
Money
Trouble with the law
Parents not caring
not having right clothes

16. In response to the question, "Why did you return to school?" the majority of the dropouts responded "A better education." "Job Training" was the second most frequently listed response.

17. When students were asked to whom they talked before dropping out?" the responses were:

Friends (104)
Parents (146)
Teachers (39)
Counselor (73)
Principal (41)
Other staff (14)

18. When students were asked if any one tried to talk them out of dropping out?", the responses were:

Friends (100)
Parents (169)
Teachers (61)
Counselor (53)
Principal (31)
Other school staff (3)
Clergy (3)

19. When dropouts were asked "What programs would bring you back?" the responses in rank order were:

Job training
Basic education programs
Special education programs

20. When asked "What services would be needed to make your return to school easier?" the dropouts responses in rank order were:

Transportation
Child Care
Counseling

21. Dropouts indicated that the best time for them to attend school, in rank order were:

During the morning
Regular school day
During the evening

22. (59%) percent of dropouts indicated that leaving school has hurt them while (8%) percent indicated that leaving school had helped. (17%) percent felt it made no difference.

23. Sixty nine percent (69%) of the students responding said they were never expelled from school.

24. Fifty seven percent (57%) of the students responding said they were never suspended from school.

25. Fifty eight percent (58%) of the students responding said they were never placed on disciplinary removal (DR).

26. When asked if anyone from their school contacted them after they dropped out? Seventy four percent (74%) of the dropouts said that no one from the school had contacted them after they dropped out.

27. Sixty one percent (61%) of those responding said their friends were high school graduates.

28. Sixty eight percent (68%) of those responding said their parents were high school graduates.

29. Sixty Three percent (63%) of those responding said their parents did not notify the school that their child would be dropping out.

30. The majority of the students knew of the following programs: Adult and Community Education, GED, Harbor City and Manpower Resource Center (MRC). (58%) percent had applied to MRC.

31. Sixty percent (60%) of the students responding said that they had never gone for job training.

DROPOUT RETRIEVAL SURVEY COMPARISON
Staff and Student Surveys

1) Thirty seven percent (37%) of staff agree with the statement that BCPS is doing all it can to encourage students to stay in school. On the other hand students indicated that parents and friends most frequently tried to dissuade them from dropping out as compared to school staff. Also seventy five percent (75%) of dropouts said that no one from the school contacted them about their decision after they dropped out.

2) Both students and staff agree that failure was the number one reason for dropping out.

DROPOUT RETRIEVAL PROJECT
Profile Information

* Department of Planning figures for 1984-85

* As of 5/23/86 6,130 students dropped out of school

* The majority of the students were born in the years 1968-67-66 and are now ages 18, 19, and 20

* The majority of these students dropped out in the 9th and 10th grades.

* 18,452 or seventeen percent (17%) of the BCPS population is 16 - 21 years old.

Non White 16-21 year olds		White 16-21 year olds	
Males	7,817	Males	1,528
Females	7,834	Females	1,273

Total Males 16-21 = 9,345
" Females 16-21 = 9,107

* Statistics: As of 11/5/85

111,657. total school population

88,719 total black school population which is 79.5%

Total Population	Dropouts	Percentages
88,719. black students	4,740	6% are dropouts
44,754. black males	2,720	6% " "
43,965. " females	2,020	5% " "
11,265 white males	585	5% " "
10,549 " females	765	7% " "
311 Asian males	13	4% " "
283 " females	8	3% " "
124 American Indian males	4	3% " "
138 " " females	8	6% " "
157 Hispanic males	5	3% " "
111 " females	2	2% " "

* The highest concentration (400 or more) of dropouts live or lived in zip code areas 13,15,17,18,23 for 1982 thru 85 - NW, SW, and NE sections of the city

* The lowest rate (50 or less) of dropouts live or lived in zip code areas 37,43,08,44,20,36,01 for 1982 thru 85

* 453 dropouts re-entered school in 1984-85

* Re-entered students by race:
  Black males 227
  " females 163
  White males 34
  " females 29

* Re-entering students tended to be ages 18,19,20

* The majority of re-entered students live in zip code areas 13,15,17,18,29 for 1982 thru 85

Conclusion:

The dropout issue should be a priority of BCPS. The previous recommendations have implications for the deployment of additional staff, interagency collaboration, lobbying efforts, program expansion and creative programing.

Based upon the responses to the surveys of dropouts BCPS should redirect it's efforts towards preventing dropouts through a support system to include:

1. Out reach to students at risk of dropping out,
2. Flexible programs for individual students,
3. Transportation,
4. Child care and,
5. Counseling

The Advisory Council feels that these efforts will improve the quality of life for all BCPS students and assist them to become productive members of society. How we deal with the dropout issue now will affect the future of our community.

APPENDIX LIST

1) Advisory Council members list

2) Project Proposal

3) Gantt Chart

4) Withdrawal Statistics

5) Zip Code Map

6) Dropout Characteristics

7) Individual Student Risk Indicators (sample form)

8) Proposed and Current Policies and Procedures for school staff

9) Pupil Withdrawal Record (sample form)

10) H.R.3042

11) Circulars #47 and 287

12) Sample of Staff and Student Surveys

#1

DROPOUT RETRIEVAL ADVISORY BOARD MEMBERS

1986

Name and Address	Area of Expertise
Marvis B. Barnes Southwestern Senior Hi School, #412 200 Font Hill Avenue Baltimore, Maryland 21212 396-1422	Department Head
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Rosalyn Branson House of Ruth 2518 Maryland Avenue Baltimore, Maryland 21218 889-0840	Social Services
Eugene Clark Education Chairperson NAACP 5602 Key Avenue Baltimore, Maryland 21215 962-3991	Education
N. Craig Cutter Office of Planning Baltimore City Public Schools 2330 St. Paul Street Baltimore, Maryland 21218 396-6593	Planning
Brian Dale Upton School Home & Hospital Services #303 811 W. Lanvale Street Baltimore, Maryland 21217 396-0775	Counselor
Devon Davison 1425 Edmondson Avenue Baltimore, Maryland 21223 728-4293	Former dropout/developer
Luther W. Day Sr. Carver Voc.-Tech. Hi School #454 2201 Presstman Street Baltimore, Maryland 21216 396-0633	Principal

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Sgt. Jerome Greer Baltimore City Police Department Community Services Division 601 E. Fayette Street Baltimore, Maryland 21201 396-2411	Criminal Justice
Shirley Hargrove Frederick Douglass Hi, #450 2301 Gwynns Falls Parkway Baltimore, Maryland 21217 396-7811	Department Head
*Stanley Holmes Harlem Park Jr. Hi, #78 1500 Harlem Avenue Baltimore, Maryland 21217 396-0633 or 0612	Principal
Judy Jenkins Southwestern Senior Hi School #412 200 Font Hill Avenue Baltimore, Maryland 21223 396-1422	Department Head

Name and Address	Area of Expertise
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Maggie Lane, Director Educational & Youth Incentive Baltimore Urban League, Inc. 1150 Mondawmin Concourse Baltimore, Maryland 21215 523-8150	Youth Services
*Hon. Joseph L. Landers, III City Hall - Room 505 100 N. Holliday Street Baltimore, Maryland 21201 396-4813	Councilman
*Mr. Min Leong Maryland State Department of Education Dropout and Truancy Program 200 West Baltimore Street Baltimore, Maryland 21201 659-6462	Education
Lynn Linde Office of Guidance Baltimore City Public Schools 2300 North Calvert Street Baltimore, Maryland 21218 396-6462	Guidance/Alternative Education

Name and Address	Area of Expertise
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Dorothy McCutheon Greenspring Middle School, #82 4701 Greenspring Avenue Baltimore, Maryland 21209 396-0672	Parent Liaison
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Wendy Ricks 4801 Liberty Heights Avenue Baltimore, Maryland 21207 396-0093	Returned Student #413
Henry Rolle Juvenile Services Administration Region 8 212 N. Calvert Street Baltimore, Maryland 21201 659-4433	Director

Name and Address	Area of Expertise
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Name and Address	Area of Expertise
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*Jerome Williams Samuel Coleridge-Taylor Elem. #122 507 W. Preston Street Baltimore, Maryland 21201 396-0783	Principal
Agent Kate W. Wood Community Services Division Baltimore City Police Department 601 East Fayette Street Baltimore, Maryland 21201 396-2411	Criminal Justice

*Honorary Members

/dmp
6/86

#2

Retrieval of School Dropouts

Purpose

Most large urban school systems experience high dropout rates and have a need to develop programs and plans to prevent or reduce dropout. For those pupils who have dropped out there is a need to encourage their return to school and to provide alternative educational programs where needed in order to give this population in transition the skills they need to be self supporting.

Each year BCPS experiences the dropout of some students in the 16 to 21 age group who do not join alternative educational programs after they leave school. Conventional methods of reaching this group do not work and there is a need to more precisely locate and identify this population

The purpose of this project is to establish a necessary link between the 1985-86 Child Find Campaign, existent educational programs and facilities, and current efforts to develop alternative programs for dropouts.

A mechanism will be developed to locate, identify and survey this population so as to develop a more effective publicity campaign, and to develop and implement referral, assessment and placement procedures into appropriate educational programs.

Statement of need

It is estimated by the Office of Planning that 9 to 10 percent of BCPS students, aged 16 and older, drop out of school each year. Only a small fraction of this group joins evening, GED or other alternative educational programs. Additionally,

large numbers of youngsters do not find employment and must be considered to be neither in school nor working. Entrance into the military services is constrained by deficiencies in basic skills.

There is a need to identify, locate and assess the status of these students so that they may join existent or newly developed alternative programs.

The dropout population is very diversified and difficult to reach. To develop media and publicity approaches that can be effective requires sample surveys of this target population.

Included within this population are dropouts from regular educational programs, dropouts from special education and pupils who were not previously identified for special education but would so qualify.

There is a critical need to provide linkages between the wide variety of public and private agencies potentially involved with the dropout retrieval problem, Child Find, and school based efforts at prevention and identification, as well as efforts in developing alternative educational programs so that scarce resources can be effectively utilized.

Objectives

The objectives of this project are:

1. To create an Advisory Board composed of school-based staff, teen-age drop-outs, public and private agencies (ex. health, social-service and recreational agencies, the Armed Forces, industry).

2. To develop a publicity campaign to bring dropouts backs to BCPS.

3. To examine school based and system procedures for

identifying and documenting dropouts.

4. To more precisely establish the reasons why various dropout subgroups leave school and their propensity to return.

5. To research techniques being used in other LEA's to retrieve dropouts and their effectiveness.

6. To gather data establishing the magnitude of the dropout problem, the type of youngster involved, and their experience upon returning to school.

7. To provide survey findings and knowledge gained from these efforts to the instructional divisions of BCPS (Elementary, Secondary, Pupil Services and Special Education) for policy, program, media and intervention strategies.

8. To develop system-wide policies and prodecures related to the identification and retrieval of drop-outs.

9. To develop community outreach in order to alert the various programs regarding the BCPS 16-21 years old Drop-out Retrieval Campaign.

Program activities

It is anticipated that staff needed to carry out the project will be hired and appointed by September.

It will be necessary to initiate several activities simultaneously. These include the creation of an Advisory Board, coordination with the Greater Baltimore Committee (GBC), the design of surveys, and research into state-of-the-art activities by other LEAs.

Representatives of a variety of public and private agencies, in addition to several teen-agers who are currently classified as drop-outs and did return to an educational program, will be invited

to join an Advisory Board. It is envisioned that staff from the various Health, Social-Service and Recreational Agencies, the Mayor's Office, the Armed Services as well as private industry will be invited to participate with school-based personnel.

To carry out this project four surveys will be designed and implemented. These include:

(1) A survey of building level staff (Principals, Guidance and Department Heads) in order to establish the extent to which current procedures identify, prevent or attempt to retrieve dropouts.

(2) Survey of Focus groups - These group interviews are used to establish the students' rational for "dropping out", returning and staying in their home school. This is an important subgroup for establishing student needs and factors that attract them back to school.

(3) Survey of dropouts who are "on the streets". Dropouts will be hired to interview those who are not in an educational program and are not working. These data are to be used to develop avenues and media methods of reaching these groups and to address barriers preventing their return to school.

(4) Survey of dropouts that participate in alternative programs such as GED, evening programs, and so on. This subgroup further defines programs which attract students.

Upon completion of the surveys an analysis will be made by the Division of Pupil Services and Special Education, Office of Program Management, and a report will be submitted to the BCPS instructional divisions, the Greater Baltimore Committee, and the Advisory Board.

In cooperation with the Maryland State Department of

Education we will obtain information concerning methods and effective techniques used by other LEAs.

We will develop dropout profiles by measuring and documenting the number and types of pupils who drop out of BCPS by utilizing school based and administration data. These data will be supplemented by the above mentioned surveys.

Once the surveys are completed it will be necessary to simultaneously establish the intake and referral procedures to be used for each type of youngster recruited. These procedures need to be established before the BCPS Publicity Campaign is initiated.

Although we believe that most of the 16 to 21 year old dropouts are not in contact with community support programs, e.g., recreation, health and social services, we will make every effort to alert these organizations to our interest in this population and our intake/referral procedures.

The Campaign will be made more effective because it will be based on input from our surveys, consultation with GBC, communication experts and the Advisory Committee.

Evaluation will establish the extent to which we were successful as well as areas for improvement.

Implementation plan

The implementation plan is shown as a Gantt Chart on the following page and indicates main activities and their time lines.

Evaluation

Evaluation will occur at two levels: process and product. In the summative stage we will examine the extent to which our

main activities were accomplished and whether they were on time. The usefulness of the information collected will be evaluated by users - GBC, instructional staffs, and the Advisory Committee. Formative evaluation will seek to establish whether the media campaign was successful. As an evaluation outcome we would expect to identify and inform 50% of the eligible population during the 1985/86 school year. By September, 1986, 10% of the identified eligible population will be enrolled in an educational program.

GANTT CH

	ACTIVITIES	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE
1)	Hire staff	x	x				
	Create Advisory Board						
	a) Solicit representatives	x	x				
	b) Operational Board		x	x	x	x	x
	c) Provide ongoing advisement		x	x	x	x	x
2)	Conduct surveys						
	a) Building level survey			x			
	b) Alternative program survey			x	x		
	c) Focus group survey			x	x		
	d) Street survey						
	1. hire interviewers		x	x			
	2. train interviewers		x	x			
	3. conduct survey				x	x	
	e) Analysis of surveys						x
	f) Provide reports						x
3)	Develop dropout profiles			x	x	x	x
4)	Research of other LEAs	x	x	x	x	x	x

Baltimore City Public Schools
WITHDRAWALS BY CATEGORY
1981-82--1984-85

Reason for Withdrawal	1981-82	1982-83	1983-84	1984-85
Dropouts				
Over 16 & not in another category	5,296	5,315	5,305	5,578
Armed forces	17	11	4	8
Marriage	32	26	22	30
Whereabouts unknown (Gr 9-12)	867	684	743	628
	6,212	6,036	6,074	6,244
Dropout Rate	9.8%	9.7%	10.1%	11.5%
Other Withdrawals				
Certified unable to benefit from further schooling	51	45	95	52
Removal from City	8,268	6,644	6,428	6,599
Physical disability or death	86	61	59	43
Local non-public school	1,458	1,476	1,701	1,367
Institution	395	376	467	350
Whereabouts unknown (Gr PK-8)	908	939	1,129	1,139
Underage	673	486	575	502
	11,839	10,027	10,454	10,052
Total Withdrawals	18,054	16,063	16,528	16,296

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9/11/85

Baltimore City Public Schools

ANNUAL DROPOUT DATA BY SCHOOLS
1980-81 THROUGH 1984-85

School No. - Name	1980-81		1981-82		1982-83		1983-84		1984-85	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percer
12-Lakeland	2	0	4	1.2	8	2.3	1	0.3	2	0.9
41-Hamilton	30	2.9	71	6.5	45	4.1	30	2.6	35	3.0
42-Garrison	45	3.3	40	3.3	23	2.0	49	4.6	38	3.4
43-Hampstead Hill	233	12.0	109	7.0	156	9.4	139	8.2	123	7.4
46-Chinquapin	4	0.8	6	0.6	1	0.1	1	0.1	2	0.2
49-Northeast	9	0.9	17	1.8	12	1.3	12	1.7	9	1.1
56-Robert Poole	96	8.8	90	9.4	29	3.4	23	3.9	10	1.7
57-Lombard	93	8.1	79	8.0	44	5.1	70	6.2	53	5.6
66-Mt. Royal	0	--	0	--	0	--	0	--	1	0.5
75-Calverton	106	6.7	46	3.3	56	3.3	25	1.5	42	2.5
76-[illegible]ncis Scott Key	58	7.2	32	4.6	14	2.6	17	3.6	16	3.2
77-Herring Run	87	5.0	90	5.2	30	2.0	71	5.4	56	4.1
78-Harlem Park	142	8.1	67	3.4	97	5.0	114	6.1	55	2.8
79-William H. Lemmel	70	5.0	66	4.4	68	4.7	59	4.3	16	1.0
80-West Baltimore	28	1.9	34	2.5	24	1.9	14	1.4	12	1.1
82-Greenspring	78	4.1	40	2.4	87	5.2	43	2.8	67	4.2
91-Gwynns Falls Park	31	3.3	14	1.9	29	3.8	20	2.7	20	2.5
93-Northern Parkway	83	5.3	49	3.4	60	4.5	52	4.4	63	5.7
30-Booker T. Washington	38	4.2	21	2.8	3	0.4	32	4.7	6	0.7
33-Dunbar	OPENED SEPTEMBER 1983						0	--	0	--
62-Diggs-Johnson	16	3.3	29	6.1	31	7.0	37	9.1	NA	NA
80-Cherry Hill	5	0.7	8	1.2	9	1.3	24	3.6	6	0.8
09-Winston	2	0.8	0	--	1	0.2	0	--	5	0.7
22-[illegible]lico	63	3.3	34	2.1	36	2.3	48	3.5	12	0.9

ANNUAL DROPOUT DATA BY SCHOOLS
1980-81 THROUGH 1984-85

School No. - Name	1980-81		1981-82		1982-83		1983-84		1984-85	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percen
230-Canton	72	9.2	51	7.0	21	4.1	29	6.9	26	6.0
233-Roland Park	22	2.2	12	1.1	9	1.0	11	1.0	6	0.8
239-Benjamin Franklin	40	4.7	42	10.7	37	4.6	27	3.6	13	2.4
241-Fallstaff	0	--	0	--	0	--	0	--	0	--
255-Southeast	31	4.9	10	2.0	12	2.3	3	0.8	13	3.9
310-Fernhill	0	--	0	--	2	2.8	0	--	0	--
353-Woodbourne Center	0	--	0	--	0	--	0	--	2	NA
735-Walter P. Carter	0	--	0	--	5	15.7	1	2.3	2	NA

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Baltimore City Public Schools

ANNUAL DROPOUT DATA BY SCHOOLS
1980-81 THROUGH 1984-85

School No. - Name	1980-81		1981-82		1982-83		1983-84		1984-85	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
9-Carroll Park	44	19.5	39	19.4	52	29.2	42	21.0	55	27.5
40-Lake Clifton	487	19.4	474	21.5	328	16.8	541	25.5	316	14.9
70-Southern	414	19.5	384	21.7	515	28.2	326	18.0	501	23.8
96-Nathaniel Ramsay	0	--	1	1.0	0	--	21	27.3	14	16.3
115-Venable	20	15.6	27	22.1	33	19.3	45	25.6	30	17.5
177-George L. McMechen	5	1.8	3	1.1	11	4.0	8	3.6	4	1.8
178-Francis M. Wood									110	38.2
307-Claremont	0	--	1	1.0	8	8.3	9	9.4	11	12.8
400-Edmondson	262	15.0	238	15.5	271	17.9	211	14.6	217	14.0
401-Northwestern	201	9.0	282	12.6	363	16.5	315	15.6	469	24.0
402-Northern	297	10.8	233	10.1	412	20.4	267	14.6	369	19.1
403-Balto. Polytechnic Institute	28	1.0	71	3.0	34	1.4	66	2.9	79	4.0
404-Eastern	246	19.1	159	14.4	212	15.0	309	20.2	259	16.4
405-Patterson Park	496	19.4	447	19.6	335	14.9	380	16.6	524	21.8
406-Forest Park	153	9.9	146	10.2	188	13.3	290	23.7	213	18.0
407-Western	31	1.6	30	1.6	24	1.2	43	2.1	35	1.8
410-Mergenthaler	183	7.8	165	8.7	136	7.2	133	6.7	103	5.1
411-Walbrook	430	16.4	454	19.3	251	10.7	477	22.2	455	19.4
412-Southwestern	479	22.3	484	26.0	473	26.8	389	26.8	530	27.9
414-Paul Laurence Dunbar	48	4.4	34	3.4	46	4.5	22	2.2	20	2.3
415-Balto. School for the Arts	OPENED FEBRUARY 1981				4	1.5	11	4.1	4	2.0
450-Frederick Douglass	373	19.1	348	23.9	396	28.4	393	32.7	477	26.1
451-Joseph C. Briscoe	59	19.3	52	25.9	47	24.1	63	33.6	55	34.7

ANNUAL DROPOUT DATA BY SCHOOLS
1980-81 THROUGH 1984-85

School No. - Name	1980-81		1981-82		1982-83		1983-84		1984-85	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
453-Fairmount Hill	63	12.5	78	14.5	213	29.1			131	26.7
454-Carver	116	8.1	119	8.9	97	6.7			65	4.9
457-Laurence G. Paquin	103	53.4	135	51.3	123	71.5	65	35.3	58	10.8
480-Baltimore City	1	--	23	2.6	25	2.5	28	2.1	40	2.5

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11/85

BALTIMORE CITY PUBLIC SCHOOLS
STUDENTS IN GRADE 7 IN JUNE, 1980
SUMMARY COUNT BY WITHDRAWAL CODE JUNE, 1981 - JUNE, 1985
PROGRAM = EZTRACWD

WDCDFIN	TITLE1	TALLY
	STUDENTS STILL ON ROLL	5,222
		5,222
72	REMOVAL FROM CITY	1,243
		1,243
73	LOCAL NON PUBLIC SCHOOL	187
		187
74	OVER 16 NO OTHER CATEGORY	3,457
		3,457
75	ARMED SERVICES	1
		1
76	PHYSICAL DISABILITY OR DEATH	13
		13
77	INSTITUTION	150
		150
78	MARRIAGE OR PREGNANCY	10
		10
79	CERTIFIED UNABLE TO BENEFIT	19
		19
81	WHEREABOUTS UNKNOWN	427
		427
84	DUPLICATE ENTRIES REMOVED	6
		6
86	GRAD SR HIGH MID YEAR	19
		19
88	EARLY GRADUATES	69
		69
89	WITHDRAWN NO CODE	440
		440
	FINAL TOTALS	11,263

11,263 RECORDS TOTALED

54+%

ATTACHMENT B

9/10/85

BALTIMORE CITY PUBLIC SCHOOLS
PUPIL COUNT BY WITHDRAWAL CODE JUNE, 1981 - GR8
PROGRAM = EXTRACWD

WDCD2	TITLE1	TALLY
	STUDENTS STILL ON ROLL	10,240
		10,240
72	REMOVAL FROM CITY	460
		460
73	LOCAL NON PUBLIC SCHOOL	63
		63
74	OVER 16 NO OTHER CATEGORY	311
		311
75	ARMED SERVICES	1
		1
77	INSTITUTION	55
		55
78	MARRIAGE OR PREGNANCY	1
		1
79	CERTIFIED UNABLE TO BENEFIT	1
		1
81	WHEREABOUTS UNKNOWN	131
		131
	FINAL TOTALS	11,263
	DROPOUTS	444
	OTHER WITHDRAWALS	579
	TOTAL WITHDRAWALS	1023

11,263 RECORDS TOTALED

9/10/85

BALTIMORE CITY PUBLIC SCHOOLS

PUPIL COUNT BY WITHDRAWAL CODE JUNE, 1982 gr 9

PROGRAM = EZTRACWD

WDCD3	TITLE1	TALLY
	STUDENTS STILL ON ROLL	9,065
		9,065
**	STUDENTS PREVIOUSLY WITHDRAWN	975
		975
72	REMOVAL FROM CITY	496
		496
73	LOCAL NON PUBLIC SCHOOL	71
		71
74	OVER 16 NO OTHER CATEGORY	463
		463
76	PHYSICAL DISABILITY OR DEATH	2
		2
77	INSTITUTION	77
		77
78	MARRIAGE OR PREGNANCY	1
		1
79	CERTIFIED UNABLE TO BENEFIT	3
		3
81	WHEREABOUTS UNKNOWN	110
		110
	FINAL TOTALS	11,263

11,263 RECORDS TOTALED

DROPOUTS - YEAR / CUMULATIVE =	579	1,018
OTHER WITHDRAWALS - YR. / CUM.	649	1,228
RE-ENTERED WITHDRAWALS YR/CUM.	48	48
NET TOTAL WITHDRAWALS	1,175	2,198

9/10/85

BALTIMORE CITY PUBLIC SCHOOLS
PUPIL COUNT BY WITHDRAWAL CODE JUNE, 1983 Gr 10
PROGRAM = EZTRACWD

WDCD4	TITLE1	TALLY
	STUDENTS STILL ON ROLL	7,727
		7,727
**	STUDENTS PREVIOUSLY WITHDRAWN	2,122
		2,122
72	REMOVAL FROM CITY	264
		264
73	LOCAL NON PUBLIC SCHOOL	41
		41
74	OVER 16 NO OTHER CATEGORY	955
		955
76	PHYSICAL DISABILITY OR DEATH	8
		8
77	INSTITUTION	59
		59
78	MARRIAGE OR PREGNANCY	3
		3
79	CERTIFIED UNABLE TO BENEFIT	6
		6
81	WHEREABOUTS UNKNOWN	77
		77
86	GRAD SR HIGH MID YEAR	1
		1
FINAL TOTALS		11,263

11,263 RECORDS TOTALED

DROPOUTS - YEAR/CUMULATIVE - 1,035/2,053
OTHER WITHDRAWALS - YR/CUM - 379/1,607
REENTERED WITHDRAWALS 76/ 124
NET TOTAL WITHDRAWALS - YR/CUM. - 1,338/ 3536

BALTIMORE CITY PUBLIC SCHOOLS
PUPIL COUNT BY WITHDRAWAL CODE JUNE, 1985
PROGRAM = EZTRACWD

Cor. 12

WDCD6	TITLE1	TALLY
	STUDENTS STILL ON ROLL	5,222 5,222
**	STUDENTS PREVIOUSLY WITHDRAWN	5,035 5,035
72	REMOVAL FROM CITY	72 72
73	LOCAL NON PUBLIC SCHOOL	1 1
74	OVER 16 NO OTHER CATEGORY	843 843
76	PHYSICAL DISABILITY OR DEATH	1 1
77	INSTITUTION	6 6
78	MARRIAGE OR PREGNANCY	2 2
79	CERTIFIED UNABLE TO BENEFIT	1 1
81	WHEREABOUTS UNKNOWN	57 57
84	DUPLICATE ENTRIES REMOVED	6 6
86	GRAD SR HIGH MID YEAR	17 17
	FINAL TOTALS	11,263

	YR / CUM.
DROPOUTS	902 / 4,226
OTHER WITHDRAWALS	104 / 1,956
REENTERED W/D	141 / 328
NET TOTAL W/D	1,141 / 6,510

11,263 RECORDS TOTALED

9/10/85

BALTIMORE CITY PUBLIC SCHOOLS

PUPIL COUNT BY WITHDRAWAL CODE JUNE, 1984 GR 11

PROGRAM = EZTRACWD

WDCD5	TITLE1	TALLY
	STUDENTS STILL ON ROLL	6,274 6,274
**	STUDENTS PREVIOUSLY WITHDRAWN	3,473 3,473
72	REMOVAL FROM CITY	152 152
73	LOCAL NON PUBLIC SCHOOL	48 48
74	OVER 16 NO OTHER CATEGORY	1,166 1,166
76	PHYSICAL DISABILITY OR DEATH	2 2
77	INSTITUTION	31 31
78	MARRIAGE OR PREGNANCY	4 4
79	CERTIFIED UNABLE TO BENEFIT	11 11
81	WHEREABOUTS UNKNOWN	101 101
86	GRAD SR HIGH MID YEAR	1 1
	FINAL TOTALS	11,263

	YR	CUMUL
DROPOUTS	1,271	3,324
OTHER WITHDRAWALS	245	1,852
REENTERED WITHDRAWALS	63	187
NET TOTAL WITHDRAWALS	1,453	4,989

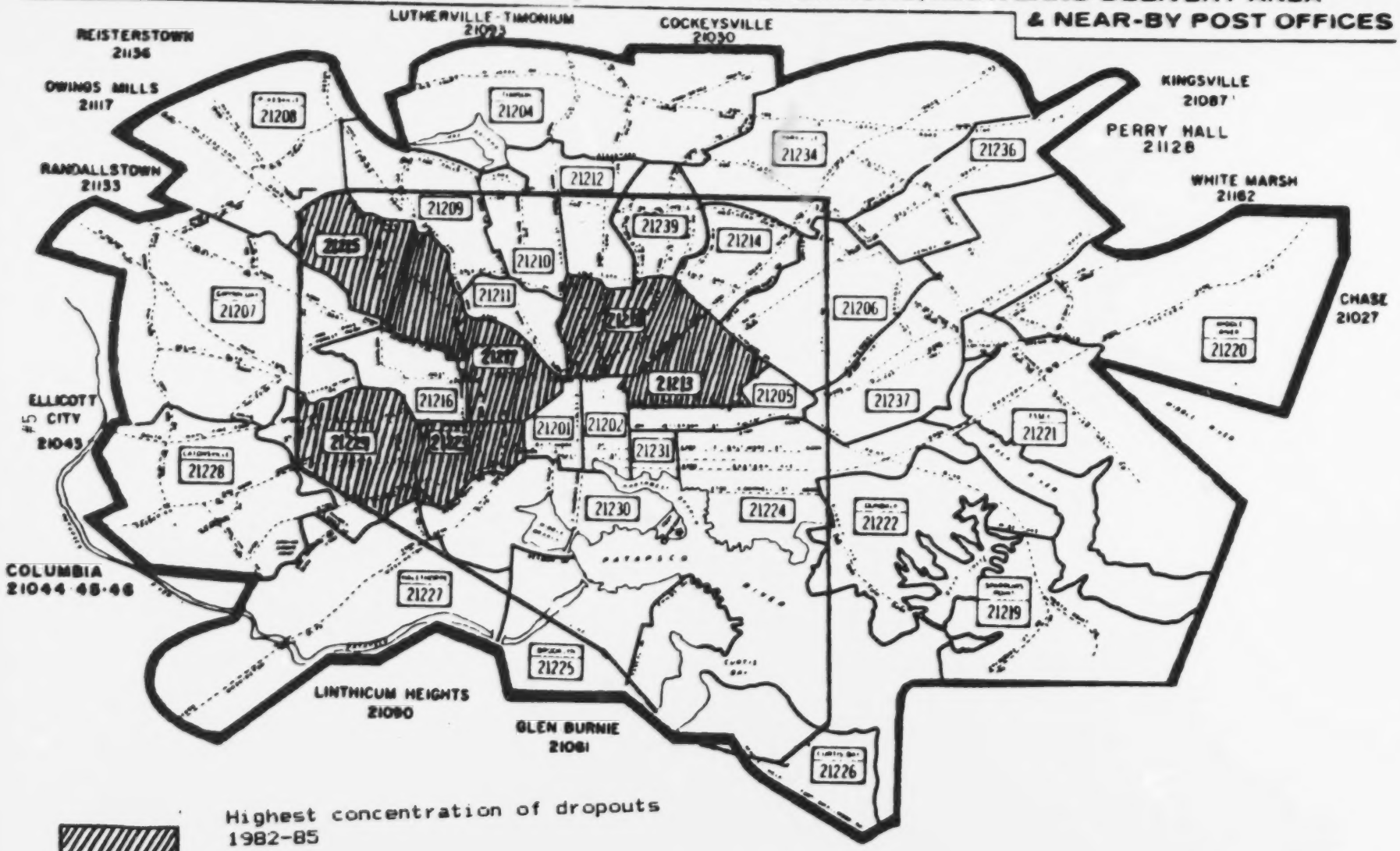
11,263 RECORDS TOTALED

95

96

POSTAL ZIP CODE MAP

BALTIMORE, MARYLAND DELIVERY AREA & NEAR-BY POST OFFICES



Highest concentration of dropouts
1982-85

97

98

BEST COPY AVAILABLE

CHARACTERISTICS OF DROPOUTS

STUDY	Staying In. A Dropout Prevention Handbook K-12 Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1981	School Dropouts.A Study and Final Report, Edmonds School District Washington, 1983	Building Basic Skills: The Dropout National Center for Research In Vocational Education, Columbus, Ohio 1983	Oregon Early School Leavers Study 1980, Oregon Department of Education, Salem, Oregon
FAMILY RELATED FACTORS	• Excessively stressful home life • Communication between home and school is usually poor • Absence of father from home • Racial or ethnic minority • Low educational level of parents • Non-English speaking home • Siblings or parents have been dropouts • Tend to come from low-income families • More mobile than other students	• Family disturbances Separations Family violence (physical & sexual abuse) Death • One or both parents not finishing high school • Sibling(s) as dropouts • Low socio-economic status • Frequent moves • Poor communication between home and school	• Low socioeconomic backgrounds • Lack of parental emphasis on the importance of education • Parents educational attainment level is low • Neither parent finished high school • Weak or broken homes • Not encouraged by parents to stay in school or actually encouraged by them to leave school to contribute to family support • Tend to be members of a minority group	• Lack of parent/guardian support to stay in school • Marriage • Pregnancy • Financial need

CHARACTERISTICS OF DROPOUTS

STUDY	Staying In. A Dropout Prevention Handbook K-12 Wisconsin Vocational Studies Center, University of Wisconsin-Madison, 1981	School Dropouts. A Study and Final Report, Edmonds School District Washington, 1983	Building Basic Skills: The Dropout National Center for Research In Vocational Education, Columbus, Ohio 1983	Oregon Early School Leavers Study 1980, Oregon Department of Education, Salem, Oregon
NON-SCHOOL RELATED FACTORS	• Poor social adjustment, perhaps socially or emotionally disturbed • Low perceptual performance • Low self-concept/ low level of self-esteem • Immature, suggestible, easily distracted, lack of future orientation • Frequent health problems • Unable to identify with other people • Friends are outside of school, usually older dropouts	• Alcohol or drug problems • Low self-esteem • General boredom, lack of motivation • Health problems • Early marriage • Pregnancy • Social adjustment and court related problems	• Either hostile and unruly or passive and apathetic • Have a low self-concept, evidence little satisfaction with self • Socially immature	• Work offer • Desire to work • Desire for alternative learning mode • Desire for alternative educational program/ institution • Boredom/lack of interest • Lack of motivation • Emotional/mental state • Physical Illness • Poor decision-making

HN 3/85

CHARACTERISTICS OF DROPOUTS

STUDY	Staying In. A Dropout Prevention Handbook K-12. Wisconsin Vocational Studies Center University of Wisconsin-Madison, 1981	School Dropouts. A Study and Final Report, Edmonds School District Washington, 1983	Building Basic Skills: The Dropout. National Center for Research in Vocational Education, Columbus, Ohio, 1983	Oregon Early School Leavers Study, 1980 Oregon Department of Education, Salem, Oregon
SCHOOL RELATED FACTORS	• Absenteeism/truancy/ frequent tardiness • Poor grades • Low math & reading scores • Failure in one or more schools • Limited extra-curricular participation • Lack of identification with school; feelings of not belonging • Failure to see relevance of education to life experiences • Gifted & talented student (frequently bored with school) • Failure of grade • Lack of basic skills • Disruptive behavior and rebellious attitudes toward authority • Verbal deficiency • Usually "loners" and generally not accepted by their peers • Unable to tolerate structured activities	• Achievement below grade level Failing classes Low test scores • Absenteeism or truancy • Lack of participation in school & extra-curricular activities • Discipline problems • Suspensions/explusions • Poor relationships with teachers and/or classmates • Dissatisfaction with teachers and school • Feelings of rejection by school/feelings of alienation	• At least 1 year behind their grade level in reading & mathematics achievement • Academically below average and have a trend of declining grades • Exhibit a lack of goal orientation in school • Classified as slow learners (IQs of 75 to 90) or have a mean IQ of 90 • Seldom question or reason critically • Demonstrate failure syndrome by habitually refusing to try and by being easily discouraged • Uncooperative, inattentive, & unmotivated • Active dislike of school • Feel alienated, isolated, insecure and inadequate • Do not participate in school affairs • Have repeated at least one grade • Not accepted or respected by teachers • Lack of interest in school or schoolwork • Excessive absenteeism or irregular attendance • Older than classmates	• Dislike of school in general • Dislike of specifically named school • Dislike of class(es) in general • Irrelevance to personal needs/desires • Difficulty of classwork • Incomplete classwork • Failing grades • Lack of accomplishment • Low level of learning • Schedule • Basic skills • Competencies • School nonattendance • Class(es) nonattendance • Explusion • Other disciplinary action • Clique • Feeling of being out of place • Hassles • Teacher(s) • Counselor(s) • Administrator(s) • Advice to leave school • Lack of encouragement to stay in school

HN 3/85

#7

Baltimore City Public Schools

INDIVIDUAL STUDENT RISK INDICATORS

Pupil Name _____ Pupil Number _____

Birth Date _____

INDICATORS	K	1	2	3	Re-view	4	5	Re-view	6	7	8	Re-view
Attendance - 45 or more days absent												
Standardized Rdg - 1 or more yrs. below grade												
Proficiency/Md. Funct. - fail 2 or more												
Disciplinary Removal - 2 or more												
Suspension(s)												
Retained At Grade												

GRADE 3 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

GRADE 5 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

GRADE 8 REVIEW

Interventions/Remediation-Current: _____

Interventions/Remediation - Needed: _____

Agency Interaction (Contact Person): _____

Recommendation: _____

Office of Planning
NCC:eh
May 1986

THE HARFORD INSTITUTE

March 7, 1986

School Drop-Out and Retrieval Project
Sub-Committee on Policy/Procedures

Proposed policy statements

That -

1. A guidance packet be maintained for every student enrolled in the Baltimore City Public School system.

   - this packet will span the elementary/secondary school experiences of the student

   - the content materials maintained in the guidance packet will include information about the emotional, physical and academic history of each student. This information will be used in the school's attempt to counsel the student while he/she is enrolled in the B.C.P.S.

2. The recommendations of the task force (committee) charged with reviewing, assessing and offering proposals in the re-organization of the Elementary Division be carefully studied and used as they directly relate to this (Drop-out) Project.

3. A matrix scheme be adopted, maintained and used to record growth data etc. about the student throughout his/her public school experience

4. Organized counseling sessions be planned for all students throughout their elementary/secondary school experiences dealing with school and non-school related matters.

5. An objective of the B.C.P.S. is to provide appropriate education for every student in attendance

6. Students who show a need to improve in relationship to prescribed curricula will be made aware of this along with receiving intensive remedial - assistance if needed.

7. The B.C.P.S. must provide trained specialists to work in the schools when students manifest the need for assistance in -

   - emotional matters

   - behavioral matters etc.

8. A broad-comprehensive relationship be established between the B.C.P.S. and community-service agencies so that students (identified) will receive appropriate referral services in relationship to their needs/interests.

9. Comprehensive Senior High Schools must be committed to train each student for a high school diploma. Students withdrawn from the high schools, after their 16th birthday, should be only those persons who do not want to remain in attendance after every attempt has been made to keep them in school.

10. School program offerings should satisfy

    - State requirements

    - School board policy

    -

- Community needs/interests

*- Student needs/interests

11. The B.C.P.S. will assign the most qualified persons available to staff its school programs. (Competent/ committed staff will retain students in school longer).

*12. Each secondary school will offer a Self-Awareness Course that will be required of students whose school record reveals the need to be enrolled in it to receive instruction about -

- Who am I?

- What do I need to know about myself?

- What do I need to know about my community?

- What do I need to know about my school?

- Role of education - its history, its objectives, how I fit in?

(Selected role models will be invited to share information with these students)

Persons returning to school, after having been withdrawn, will be required to enroll in the Self-Awareness Course. This course will be designed to help students develop the proper mind-set needed to be successful in a structured school-program.

13. Planned information about career choices will be disseminated to public school students throughout the school experience.

AUGUST 1984

Students' Attendance—Policies and Procedures for School Staff

The following procedures are required in all Baltimore City Public Schools.

I. LEGAL REFERENCES

The procedures relate to several applicable State Laws.

A. Section 7-301 of the Education Article requires regular school attendance of children between six and sixteen years of age. This law also sets forth the penalty for violations of the law in the nature of a fine not to exceed $50 per day of unlawful absence. The fine applies to the parents, guardians, or custodians of the children.

B. State Law also specifies that appropriate educational opportunities shall be provided for disadvantaged children. Note that this law requires the school system to offer educational opportunities for children defined as disadvantaged.

C. There are also laws relating to the education of handicapped children which require that appropriate educational programs be provided for such children (from birth) through age twenty.

The procedures herein deal rather exclusively with the Compulsory Attendance Law specifying required attendance between the ages of six and sixteen years.

II. SYSTEMWIDE DEFINITIONS

The following official definition of absenteeism shall be used by all public schools in Baltimore City.

A. *Lawful Absence, (Coded "L").* Absence from school shall be considered lawful under the following conditions:

- Death in the immediate family.*
- Illness of the student. The principal shall require a physician's certificate from the parent or guardian of a student reported continuously absent for illness.
- Court summons.
- Observance of religious holiday.
- Appointment with doctor, dentist, clinic, etc.
- Emergency illness of the student's own child.
- Breakdown of school transportation vehicle.

Lawful or legitimate absence requires a written explanation from the parent, guardian, or custodian of the child. In certain circumstances, notification to the school would come from an official agency.

B. *Unlawful Absence, (Coded "U").* Examples of unlawful absence are:

- No written explanation from the parent.
- Uncertified illness of student.
- Illness in family.
- Poverty.
- Illegal employment.
- Truancy (being out of school without parental permission).
- Parental permission but unlawful reason; e.g., babysitting, running an errand.

*"Immediate family," shall be defined as including parent, grandparent, brother, sister, spouse, child, (including those in the group who are step-, half blood, or foster relations). For death of such family members, a maximum of four school days will be considered lawful. For all other relatives, a one day absence shall be considered lawful.

In actuality, some of the above explanations for unlawful absence may represent "real" reasons for the absence. Such situations require immediate and careful investigation. In terms of the attendance laws, they are not a lawful basis for absence.

C. *Involuntary Absence, (Coded "I").* Examples of involuntary absence are

- Suspension proceedings
- Disciplinary removal
- Detention at a residential facility such as the Maryland Training School. The student is to be marked absent and coded *I*. (Schools are notified of those students who are detained, using the form "Action of Juvenile Court of Baltimore City.")

The examples given are to assist teachers in determining whether an absence is *L*, *U*, or *I*. THE LETTER CODES ARE TO BE RECORDED IN ROLL BOOKS.

III. SPECIFIC PROCEDURES

A. *Local Schools*

1. Every teacher in homeroom, self-contained, and subject matter classes shall maintain accurate, clear, and complete daily attendance records for each student. These records shall be kept in a roll book furnished each teacher by the school system. Absences shall be marked *L* (Lawful); *U* (Unlawful); or *I* (Involuntary).

2. Each homeroom or self-contained teacher in secondary schools shall submit a daily report to the school office at the close of the homeroom period, or by a time specified by the principal, on a form and in a manner prescribed by the principal, showing each student absent from the homeroom at the close of that homeroom period.

> NOTE: Procedures 3 through 6 below apply primarily to secondary schools. Appropriate modifications should be worked out by elementary schools.

3. Any student arriving in school later than at a time predetermined by the principal must obtain a late pass before being admitted to any subject class. The school will keep a daily roster of all students who obtain late passes. The daily roster of late students shall be maintained by the school through the close of the school year. It is essential that a procedure be developed in each school which changes an absence to a lateness.

4. It is suggested that every school prepare a daily list of absentees and of those receiving late passes in sufficient number so that all teaching staff and other staff (e.g., counselors) needing such a list will receive a copy. This list will be made available to staff as early in the school day as possible. The use of daily monitor slips is acceptable as currently operating in some secondary schools.

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5. Each homeroom teacher shall report in writing to the principal or his/her delegate the full name and homeroom of each student absent for three days in any week (or a span of five school days). The reason for the absence shall be indicated if known. This report shall be delivered to the principal or his/her delegate by the close of school on the last day of the school week. Also, each homeroom teacher shall report in writing to the principal or his/her delegate the full name and homeroom of each student who is beginning to exhibit patterns of absence without satisfactory explanation. The requirements of reporting as stated herein shall be regarded as minimum requirements and any principal may require more frequent reporting of absence if this is felt necessary by him/her in any individual school.

   It is important that good lines of communication be established. Investigative information, as well as status information, should be shared by the teacher and others in the school with regularity.

6. Each subject matter teacher shall report in writing to the principal or his/her delegate the full name and homeroom of each student absent from class without satisfactory explanation and who was not listed as absent from homeroom or school. Before reporting this absence, the subject matter teacher, at the first available opportunity, shall try to ascertain from the student whether or not such absence was authorized; if unauthorized, such absence shall be reported immediately to the principal or his/her delegate.

7. In general, for each day of absence, the school shall require and obtain a record of the reason, either by note, telephone, or other means. If the school has made reasonable efforts to obtain an explanation for the absence and is unable to do so, the absence shall be regarded as unlawful. This assumes that the school is not at fault in trying to secure accurate information.

8. The success of the attendance program is dependent upon the efforts and initiatives undertaken at the local school level. As teachers report the names of those absent three days in a week, where no valid reason for the absence has been determined, the school shall communicate with the parent or guardian by letter, postcard, telephone, home visit, or other means to determine the reason(s) for the absence(s) so that an effort can be made to rectify the situation. The same procedure is to be followed for students who exhibit irregular attendance patterns and where no valid reason for the absence has been determined. If the reason is learned, the appropriate code letter should be entered in the pupil attendance roll book. If no reason is learned, the student is to be considered unlawfully absent.

9. The principal of each local school shall designate a staff member who will have the responsibility for coordinating that school's attendance program. The person shall be called the local school attendance manager.

10. All schools are required to maintain pupil emergency cards and to update them periodically, preferably on a monthly basis. A MID-YEARLY UPDATING IS REQUIRED.

11. All schools must have a procedure for admitting students who arrive late, regardless of the time, and for changing the record of that student's absence to lateness.

12. The local school staff is responsible for coding all absences according to the LETTER codes established.

13. If a student has been absent six or more school days in a month and the reason for the absence is unlawful or unknown, the school shall advise parents of the compulsory attendance law and issue a warning in writing, said warning to alert parents to the possibility of more formal legal action by the school system. Every effort should be made to obtain reliable information from the home regarding the reasons or causes for the student's absences. Whenever possible, schools should refer such cases to support services both inside and outside the school system, i.e., attendance services, social workers, DSS, community counseling agencies, etc.

14. *Informal Hearings.* In cases where the attendance of the student does not improve and where unlawful absence is clearly suspected or actually confirmed, the parents and student shall be summoned to the school for an *informal hearing*. There are two primary purposes for the informal conference: (1) fact finding with the primary emphasis on determining the reasons for absence and (2) developing an action plan to assist the student (and the family, if needed). The hearing should permit the staff to review the total situation and to develop assistance and support plans aimed at improving the educational adjustment of the student. The informal hearing shall be conducted on a nonpunitive basis. It is the responsibility of the school principal to identify the appropriate staff member(s) who will be responsible for the informal conferences.

15. When, after the informal hearing, and after referrals have been made to the appropriate resource services, there is no improvement in the student's attendance and a satisfactory explanation is not available, the school may wish to discuss the case with the court consultant (6-6729) for possible referral to either District or Juvenile Court.

IV. GENERAL INFORMATION

A. In accordance with school system policy, no student may be automatically dropped from the roll without first making an effort to contact the home. For students who are sixteen years of age and older, it is suggested that a letter be sent to the student's home, indicating that, if the student is not in school within ten days or the school has not been contacted by the parent/guardian, the student will be dropped from the roll. Readmission of such students should be allowed only at quarter breaks. It is suggested that the student be put on "contract" specifying the precise conditions for re-enrollment. The "contract" should be signed by all involved parties.

B. It is the responsibility of every school to assist returning PWs, especially those over the compulsory attendance age of sixteen years, in locating an appropriate educational program. The school counseling staff would be best able to interpret Carnegie units and assist the student in choosing an appropriate program.

Questions regarding roll books, TSAR sheets, etc., should be referred to Mr. Robert Dix, *6-6591*.

Questions regarding general policies and procedures should be referred to Mrs. Rita Bortz, *6-6722*, Mr. Steven Webster, *6-6724*, or Mr. Stuart Tabb, *6-6729*.

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Baltimore City Public Schools

DRAFT

PUPIL WITHDRAWAL RECORD

DRAFT

To be completed for each pupil who is at least 16 years of age and voluntarily withdraws from the school system for reasons other than entry into an accredited educational program

PUPIL DATA

Name _____ School/Grade _____

Address _____ Spec. Ed. Level _____
(Include Apt. # and Zip)

Telephone No. _____ Pupil No. _____

Birthdate _____ Soc. Sec. No. _____

INFORMATION SOURCE(S)

☐ Pupil Interview ☐ School Staff

☐ Parent Interview ☐ Outside Agency _____
(Specify)

REASON(S) FOR WITHDRAWING

_____

_____

_____

_____

ALTERNATIVES SUGGESTED BY SCHOOL ADMINISTRATION

_____

_____

_____

SIGNATURES

Pupil _____ Date _____

Parent _____ Date _____

Administrator _____ Date _____

99TH CONGRESS
1ST SESSION

H. R. 3042

To amend the Elementary and Secondary Education Act of 1965 to provide grants to local educational agencies for dropout prevention demonstration projects.

IN THE HOUSE OF REPRESENTATIVES

JULY 18, 1985

Mr. HAYES introduced the following bill; which was referred to the Committee on Education and Labor

---

A BILL

To amend the Elementary and Secondary Education Act of 1965 to provide grants to local educational agencies for dropout prevention demonstration projects.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Elementary and Secondary Education Act of 1965 is amended by redesignating title X as title XI, by redesignating the sections of such title as sections 1101 to 1106, and by inserting the following new title after title IX:

"TITLE X—THE DROPOUT PREVENTION AND REENTRY ACT OF 1985

"SEC. 1001. SHORT TITLE.

"This title may be cited as the 'Dropout Prevention and Reentry Act of 1985'.

"SEC. 1002. PURPOSE.

"The purpose of this title is to reduce the number of children who do not complete their elementary and secondary education by providing grants to local educational agencies to establish and demonstrate—

"(1) effective programs to identify potential dropouts and prevent them from dropping out;

"(2) effective programs to identify and encourage children who have already dropped out to reenter school and complete their elementary and secondary education; and

"(3) model systems for collecting and reporting information to local school officials on the number, ages, and grade levels of the children not completing their elementary and secondary education and the reasons why such children have dropped out of school.

"SEC. 1003. AUTHORIZATION OF APPROPRIATIONS.

"There are authorized to be appropriated to carry out this title $50,000,000 for fiscal year 1987 and such sums as may be necessary for fiscal years 1988, 1989, and 1990.

"SEC. 1004. GRANTS TO LOCAL EDUCATIONAL AGENCIES.

"(a) ALLOTMENT TO CATEGORIES OF LOCAL EDUCATIONAL AGENCIES.—From the amount appropriated under section 1003 for any fiscal year, the Secretary shall allot 20 percent to each of the following categories of local educational agencies:

"(1) Local educational agencies containing schools with an enrollment of 250,000 or more elementary and secondary school students.

"(2) Local educational agencies containing schools with an enrollment of at least 100,000 but fewer than 250,000 such students.

"(3) Local educational agencies containing schools with an enrollment of at least 50,000 but fewer than 100,000 such students.

"(4) Local educational agencies containing schools with an enrollment of at least 20,000 but fewer than 50,000 such students.

"(5) Local educational agencies containing schools with an enrollment of fewer than 20,000 such students.

"(b) AWARD OF GRANT.—From the amount allotted for any fiscal year to a category of local educational agencies under subsection (a), the Secretary shall award as many grants as practicable within each such category to local educational agencies whose applications have been approved by the Secretary for such fiscal year under section 1005 and

whose applications propose a program of sufficient size and scope to be of value as a demonstration. The grants shall be made under such terms and conditions as the Secretary shall prescribe.

"(c) MAXIMUM NUMBER OF GRANTS.—A local educational agency may receive no more than one grant in each of three fiscal years under this title.

"(d) AMOUNT.—The amount of a grant awarded under this section to a local educational agency for any fiscal year, to the extent practicable, shall be proportionate to the extent and severity of the local dropout problem, except that the amount of the grant shall not exceed 90 percent of the total cost of a project during the project's first fiscal year, 80 percent of such cost during the project's second fiscal year, and 70 percent of such cost during the project's third fiscal year.

"SEC. 1005. APPLICATION.

"(a) IN GENERAL.—A grant under this title may be made only to a local educational agency which submits an application to the Secretary containing such information as may be required by the Secretary by regulation. Such application shall—

"(1) provide documentation of (A) the number of children formerly enrolled in the applicant's schools who have not completed their elementary or secondary education, and (B) the percentage that such number of

children is of the total school-age population in the applicant's schools;

"(2) include a plan for the development and implementation of a dropout information collection and reporting system for documenting the extent and nature of the dropout problem, in accordance with standards established by the national school dropout study under section 1008;

"(3) include a plan for the development and implementation of a project which will—

"(A) implement comprehensive identification, prevention, outreach, and reentry programs for dropouts and potential dropouts,

"(B) address the special needs of pregnant minors and school-age parents,

"(C) disseminate information to students, parents, and the community related to the dropout problem,

"(D) include coordinated activities involving at least one high school and its feeder junior or middle schools and elementary schools for those local educational agencies having such feeder systems,

"(E) establish annual procedures for (i) evaluating the effectiveness of the project, and (ii)

where possible, determining the cost-effectiveness of the particular dropout prevention and reentry methods used and the potential for reproducing such methods in other areas of the country,

"(F) establish an advisory council which is broadly representative of the entire community and the dropout populations to be served, and

"(G) use the resources of the community and parents to help develop and implement solutions to the local dropout problem; and

"(4) contain such other information as the Secretary considers necessary to determine the nature of the local needs, the quality of the proposed project, and the capability of the applicant to carry out the project.

"(b) SPECIAL CONSIDERATIONS.—For the purpose of approving applications under this section, the Secretary shall give first priority within each category under section 1004(a) to applicants that have either very high numbers or very high percentages of school dropouts.

"(c) REVIEW OF PROJECTS.—In any application from a local educational agency for a grant to continue a project in the second or third fiscal year following the first fiscal year in which a grant was awarded to such local educational agency, the Secretary shall review the progress being made toward meeting the objectives of the project. The Secretary may

refuse to award a grant if he finds that sufficient progress has not been made toward meeting such objectives, but only after affording the applicant notice and an opportunity for a hearing.

"SEC. 1006. AUTHORIZED ACTIVITIES.

"Grants under this title shall be used to carry out plans in applications approved under section 1005. In addition, grants may be used for the following activities:

"(1) to establish systemwide or school-level policies, procedures, and plans for dropout prevention and school reentry;

"(2) to provide guidance and counseling services, including peer interaction activities;

"(3) to provide ombudsman or mentor services;

"(4) to develop and implement activities, including extended day or summer programs, to address poor achievement, language deficiencies, or course failures, in order to assist students at risk of dropping out of school and students reentering school;

"(5) to establish or expand work-study, apprentice, or internship programs;

"(6) to use the resources of the community, including contracting with public or private entities or community-based organizations, to provide services to the grant recipient or the target population;

"(7) to evaluate and revise program placement of students at risk;

"(8) to review curriculum relevancy;

"(9) to implement activities which will improve student motivation and the school learning environment;

"(10) to provide training for school staff on strategies and techniques to identify children at risk of dropping out, to intervene in the instructional program with support and remedial services, to develop realistic expectations for student performance, and to improve student-staff interactions; and

"(11) to provide other services and implement other activities which directly relate to the purpose of this title.

"SEC. 1007. PROGRAM LIMITATIONS.

"Not less than 30 percent of each grant shall be used for activities related to dropout prevention, and not less than 30 percent of each grant shall be used for activities related to persuading dropouts to return to school and assisting former dropouts with specialized services once they return to school.

"SEC. 1008. NATIONAL SCHOOL DROPOUT STUDY.

"(a) IN GENERAL.—From amounts appropriated to the Secretary for fiscal year 1986, the Secretary shall use not more than $500,000 to conduct a one-year study of the

nature and extent of the dropout problem in the United States. In conducting the study, the Secretary shall—

"(1) establish a standard definition of a school dropout;

"(2) develop a standard list of reasons why children are dropping out of school, including major factors that contribute to children dropping out;

"(3) develop a model dropout information collection and reporting system;

"(4) develop minimum reporting system requirements;

"(5) identify the numbers of children and the general reasons for their dropping out of school among population groups with particularly high dropout rates;

"(6) identify the charateristics of children who appear to be at risk of dropping out of school;

"(7) identify the factors or policies which may attract children who have dropped out to reenter school and complete their elementary and secondary education;

"(8) identify methods and techniques being used sucessfully to reduce the number of school dropouts; and

"(9) provide recommendations for activities and policies which can be implemented at each level of

government and in communities to ameliorate the dropout problem.

"(b) OTHER REQUIREMENTS.—Recipients of grants under this title shall cooperate with the Secretary in carrying out the study under subsection (a) by providing data and information on the nature and extent of the dropout problem and the effectiveness of techniques used to address the problem.

"SEC. 1009. GENERAL PROVISIONS.

"(a) WITHHOLDING PAYMENTS.—Whenever the Secretary, after reasonable notice and opportunity for a hearing to any local educational agency, finds that the local educational agency has failed to comply substantially with the provisions set forth in its application approved under section 1005, the Secretary shall withhold payments under this title until the Secretary is satisfied that there is no longer any failure to comply.

"(b) ANNUAL REPORT.—The Secretary shall prepare and submit to Congress an annual report on January 1 on the activities assisted under this title during the preceding fiscal year.

"(c) AUDIT.—The Comptroller General shall have access for the purpose of audit and examination to any books, documents, papers, and records of any local educational

agency receiving assistance under this title that are pertinent to the sums received and disbursed under this title.

"(d) GRANTS MUST SUPPLEMENT OTHER FUNDS.—A local educational agency receiving funds under this title shall use the Federal funds only to supplement the funds that would, in the absence of such Federal funds, be made available from non-Federal sources for activities to prevent students from dropping out of elementary and secondary school and to persuade dropouts to reenter school and complete their education.

"SEC. 1010. DEFINITIONS.

"As used in this title—

"(1) the term 'community-based organization' means a private nonprofit organization which is representative of a community or significant segments of a community and which provides educational or related services to individuals in the community;

"(2) the term 'Secretary' means the Secretary of Education; and

"(3) the terms 'State educational agency', 'local educational agency', 'elementary school', and 'secondary school' have the same meanings given those terms in section 198 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3381).".

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#11

BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND 21218
Office of
The Superintendent of Public Instruction

Circular No. 47
Series 1979-80

September 27, 1979

STUDENTS

Policies and Procedures on
"Non-Attending" Students

TO: Regional Superintendents, Principals and Heads of Central Office Units

FROM: John L. Crew, Sr., Superintendent, Public Instruction
John G. Gist, Deputy Superintendent, Public Instruction
Robert W. Armacost, Deputy Superintendent, Center for Planning, Research, and Evaluation
Rebecca E. Carroll, Deputy Superintendent, Bureau of Education
Robert C. Lloyd, Assistant Superintendent, Division of Pupil Services and Development

During the first weeks of the new school term each school has the responsibility for trying to locate all students on its roll and especially to determine the status of these students. By the opening of school, each teacher had received an Opening Day Teacher's Class Register which identified all students assigned to his or her class.

All students who have not reported to school by September 8, 1979 are to be considered as non-returns. These students are removed from the "live" roll by marking them (non-returns) absent on the TSAR sheets for the entire month of September, i.e., 16 days. Such students will be deleted from the "live" roll and classified as non-returns.

Please remember that the Pupil Attendance Roll Book is a record of students who have actually appeared. The September TSAR sheets contain the names of students who were anticipated. Students on the TSAR sheet who did not appear in person should be scored absent every day in September. Maryland State Department of Education auditors check and verify each school's compliance with this procedure.

Special care should be exerted to determine whether or not a suspected non-return student is actually enrolled in a city public school although not enrolled in the particular school where the student was expected.

A. LOCATING STUDENTS

Though the compulsory attendance law states that all children six (6) to sixteen (16) years of age must attend school regularly, the Baltimore City Public School system is concerned about keeping all students in a school program through the twelfth grade in order to equip them for life and their future experiences in the world of work.

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the school is contacted by the parent or guardian within ten days, the student will be withdrawn. The letter should make known the availability of school staff for assistance in educational planning. See Section D for possible alternative educational opportunities. The letter should also state that the reason for the contact is the provision of the Maryland State law on compulsory attendance. This legal reference will help the parent to understand that the child is not required to attend school beyond age sixteen. The letter should contain an appropriate statement on the importance of education.

Should the school not hear from the parent/guardian within the alloted time, the student should be dropped from the roll and another letter sent indicating that this has been done. An opportunity for the student and parent to come in and discuss alternative educational programs should be offered all of these students and parents in this letter.

5. IT IS EXPECTED THAT THE NUMBER OF STUDENTS PLACED ON THE NON-RETURN LIST (DUE TO NON-APPEARANCE IN SEPTEMBER) WOULD BE REDUCED TO ZERO BY NOVEMBER 30, 1979, THROUGH PROPER INVESTIGATION AND USE OF THE WITHDRAWAL PROCESS.

6. Students who have attended school at least one day in September but have been excluded because of non-compliance of the immunization requirements should not be removed from the school roll.

C. RE-ENROLLMENT OF NON-RETURNS

Students who have dropped out of school or who have been withdrawn from the roll may return to an educational program if they desire. The law states that the system must provide a program for all students through the age of 20. These programs must be made available to students assuming that they can benefit from the program, that an appropriate program exists, and that the student will not interfere with the learning of other students.

1. Students, sixteen years and over, who have been dropped because of extremely poor attendance or behavior may re-enroll, but only at the quarter and/or semester breaks.

2. Students sixteen and over, who are re-enrolled after having been dropped from the roll should be put on "contract" by the principal or designee, indicating the conditions necessary for continued enrollment. That "contract" is an instrument which represents a written understanding between the school, student, and parent or guardian to the effect that the student is to be re-enrolled under carefully stipulated conditions. These conditions could relate to such problems as punctuality,

9. Referral to Maryland State Department of Vocational Rehabilitation for students with identified handicaps

10. Adult-Evening Centers such as Southern, Douglass and other city public schools

11. Private technical schools

12. Private business school

13. Participating Community Colleges

14. P.R.E.P.

15. Multi-Service Community Center (located at Southwestern High School #412)

/cw

BALTIMORE CITY PUBLIC SCHOOLS
BALTIMORE, MARYLAND 21218
Office of
The Superintendent of Public Instruction

Circular No. 287
Series 1981-82

April 27, 1982

STUDENTS
Drop-Out Prevention

TO: Regional Superintendents, Principals and Heads of Central Office Units

FROM: John L. Crew, Sr., Superintendent of Public Instruction
Virginia Roeder, Deputy Superintendent of Public Instruction
Thomas R. Foster, Deputy Superintendent, Bureau of Educational Support Services
Robert C. Lloyd, Assistant Superintendent, Division of Pupil Services and Development

Objective V of the Five-Year Plan recently adopted by the School Board focuses on the "unresponsive student." This circular specifically addresses one sub-set of that total group of students, namely, the potential drop-out. While the large majority of students are responding to the various programs and services the school system offers, there are some students who can be identified as unresponsive to these existing programs and services. Unfortunately, their failure to respond usually culminates in their dropping out of school before graduation.

A purpose of this circular is to outline a proposal presented recently to the School Board. The proposal emphasizes the reduction of the student drop-out rate by utilizing techniques geared to assist unresponsive students.

Sixteen pilot schools have been selected with four from each of the four regions for intensive applications. All principals have responsibility for beginning to implement this spring the core activities and strategies listed below. Most schools already have many of these activities. The contents of this circular have been developed to assist all schools in planning a realistic, organized approach to preventing drop-outs. This prevention must begin in elementary school and continue through middle/junior high to senior high. All schools should initiate immediately a variety of efforts to get at the student drop-out problem this spring and, further, to begin planning for extended, comprehensive programs for the 1982-83 school year. We must, as a system, reduce the number of student drop-outs.

Questions about the contents of this circular can be addressed to Dr. Robert C. Lloyd on 6-6718. Specific inquiries concerning instructional matters should be referred to the appropriate assistant superintendent or office.

/wph

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I. Administrative Activities and Strategies

A. Utilize school promotional committee to identify potential drop-outs and to recommend associate interventions. (See Administrative Handbook Section 345.01)

B. Utilize academic monitoring procedures such as deficiency notices for early identification.

C. Obtain regular feedback from parents, students, and staff to provide ongoing program assessment.

D. Implement a teacher/advisor program.

E. Team an unresponsive student with a responsive staff person.

F. Coordinate an organized articulation program from grade to grade and from school to school.

G. Use some tangible reinforcements e.g., assemblies, game rooms, etc., for unresponsive students who exhibit positive behavioral changes.

II. Instructional Activities and Programs

A. Implement pre-vocational programs in middle/junior highs.

B. Explore additional art, music, and physical education in middle/junior highs.

C. Begin/expand a student facilitator (peer counseling) program.

D. Provide additional academic instruction through coach classes.

E. Increase student interest by utilizing essay contests, poster contests, etc.

F. Develop co-curricular activities such as clubs, sports programs, etc.

G. Continue a strong basic skills program.

H. Strengthen career education programs.

I. Revise the curricula where necessary.

J. Implement the Individualized Guidance Program.

K. Build the master schedule to permit clustering and teaming.

L. Expand Project Go.

III. Support Services

A. Utilize counselors, social workers, and school psychologists to conduct group counseling.

Recommended Drop-out Activities and Programs

B. Utilize central and regional office staff in providing services to unresponsive students.

C. Organize an effective student government.

D. Expand the work-study program.

E. Experiment with flex-time schedules for staff.

IV. Staff Development

A. Have workshops for teachers on child and adolescent psychology.

B. Have in-service workshops for administrators on meeting the needs of unresponsive students.

C. Have workshops for classified staff on human relations skills.

D. Have workshops for the curriculum coordinators on such topics as student motivation.

E. Organize training sessions for pupil services staff.

V. Evaluation and Assessment

A. Monitor all activities and strategies to determine their effectiveness.

B. Obtain feedback from staff, parents, and students.

#12

NAME & TITLE	Edward M. Friedlander, Assistant Superintendent
AGENCY NAME & ADDRESS	Division of Pupil Services and Special Education 2300 North Calvert Street
SUBJECT	Dropout Survey for School Personnel

CITY of BALTIMORE

MEMO

DATE:

TO Baltimore City Public School Staff

March 4, 1986

The Baltimore City Public Schools, Division of Pupil Services and Special Education is conducting a Survey on School Dropouts. This Survey will aid in the development of a new school dropout and retrieval project.

The purpose of this survey is 1) to gather school wide data respective to the school dropout and 2) to develop and implement programs geared to the prevention and retrieval of this student population.

We wish to solicit your expert opinion on this subject as it relates to your particular school and would appreciate your filling out the attached questionnaire.

It is very important that you respond to each item following the directions provided for each section. Since your individual opinion is important, please do not discuss the items with colleagues before responding and do not identify yourself on this form as your responses will be kept anonymous. Please complete the survey by April 1, 1986 and remit to Irene Williams - 2300 North Calvert Street.

/nb

America's Best BALTIMORE All America City

FROM		CITY of BALTIMORE MEMO
NAME & TITLE	Edward M. Friedlander, Assistant Superintendent	
AGENCY NAME & ADDRESS	Division of Pupil Services and Special Education 2300 North Calvert Street	
SUBJECT	School Dropout Survey	

DATE:

TO

Principal

March 4, 1986

Enclosed are 5 copies of the School Dropout Survey. Please give them to the following persons:

Principal: _____

Counselor: _____

Depart. Head: _____

Teachers (2): (Selected by the principal)

Please return the completed surveys to Irene Williams - 2300 North Calvert Street.

Thank you for your assistance.

/nb

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America's Best BALTIMORE All America City

Return to: Irene Williams - 2300 North Calvert Street

Please check your title:

/1/ Principal
/2/ Assistant Principal
/3/ Counselor
/4/ Department Head
/5/ Other _____
Title

Please check your school type:

/1/ Senior High School
/2/ Middle School
/3/ Junior High School
/4/ Vocational/Technical School
/5/ Special Education School
/6/ Other _____

In what area of the city is your school locate

/1/ Southeast
/2/ Southwest
/3/ Northeast
/4/ Northwest

Please check as many definitions as apply to your school.

A. How do you define the term drop-out?

/1/ Student stops coming to school
/2/ Student formally withdraws
/3/ Disciplinary Removal - never returns
/4/ Low Attendance - never returns
/5/ Other _____
(Please Specify)

B. How do you perceive your school's policy for dealing with drop-outs?

/1/ Policy well defined
/2/ No formal policy (each one handled individually)
/3/ No policy at all
/4/ Other _____
(Please Specify)

C. Who is primarily responsible for documenting drop-outs at your school?

/1/ Educational Assistant
/2/ Secretary
/3/ Teacher
/4/ Department Head
/5/ Counselor
/6/ Vice Principal
/7/ Principal
/8/ Other _____
(Please Specify)

D. What measures are currently being used at your school to prevent students from dropping out?

/1/ Early identification
/2/ Special programs to discourage student from dropping out
/3/ We have no programs currently
/4/ Other _____
(Please Specify)

E. In your experience, which statements are consistent with BCPS policies and procedures concerning drop-outs?

	Consistent	Inconsistent	Don't Know
1. All students not returning to school by September 8th are considered non-returns or dropouts.	☐	☐	☐
2. Non-return students should be retained on the "live" net rolls.	☐	☐	☐
3. A school can allow a student to stop coming to school at 16 without officially withdrawing from school.	☐	☐	☐
4. Schools must try to locate any student who has not appeared.	☐	☐	☐
5. Valid documentation can take the form of written or oral communication from the student.	☐	☐	☐
6. Students who have officially dropped out or who have been withdrawn cannot return to an educational program.	☐	☐	☐
7. Students sixteen and older can only re-enroll by signing a "contract" with the principal.	☐	☐	☐
8. Procedurally all students wishing to re-enroll after withdrawing or dropping out should report to the school last attended.	☐	☐	☐
9. The BCPS has several alternative education opportunities available to students within the regular school day.	☐	☐	☐
10. No documentation or evidence of efforts to contact the student is necessary for coding "whereabout unknown" on the Pupil Identification Form (PIF).	☐	☐	☐
11. No documentation of evidence of efforts to contact the student is necessary for coding "over 16 and no other category."	☐	☐	☐
12. Allowing in or preventing dropouts is the prerogative of each school administration.	☐	☐	☐

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For each item, please circle the number which best expresses your opinion at the present time:

F. Regular education students drop out for these following reasons:

	Most often	Sometimes	Seldom
Student's Experience in School			
1. Multiple grade failures	1	2	3
2. Inappropriate high school placement	1	2	3
3. Age inappropriate for grade level	1	2	3
4. Lack skills training	1	2	3
5. No career goals	1	2	3
6. Other _____ (Please Specify)	1	2	3
7. Which do you think is most critical? 1 2 3 4 5 6			
Attitude Toward School			
1. Bored	1	2	3
2. Frustrated with process of education	1	2	3
3. No long-range personal goals	1	2	3
4. Apathy toward education	1	2	3
5. Conflict with one or more teachers	1	2	3
6. Other _____ (Please Specify)	1	2	3
7. Which do you think is most critical? 1 2 3 4 5 6			
External Factors			
1. Lack of home support	1	2	3
2. Was incarcerated	1	2	3
3. Became pregnant	1	2	3
4. Wants to earn money	1	2	3
5. Other _____ (Please Specify)	1	2	3
6. Which do you think is most critical? 1 2 3 4 5			

G. Which in your opinion is the most critical overall reason for the above?

1. Student's experience in school

2. Student's attitude toward school

3. Student's external factors

H. Special education students drop out for these following reasons:

	Most often	Sometimes	Seldom
Student's Experience in School			
1. Multiple grade failures	1	2	3
2. Inappropriate high school placement	1	2	3
3. Age inappropriate for grade level	1	2	3
4. Lack skills training	1	2	3
5. No career goals	1	2	3
6. Other _____ (Please Specify)	1	2	3
7. Which do you think is most critical? 1 2 3 4 5 6			
Attitude Toward School			
1. Bored	1	2	3
2. Frustrated with process of education	1	2	3
3. No long-range personal goals	1	2	3
4. Apathy toward education	1	2	3
5. Conflict with one or more teachers	1	2	3
6. Other _____ (Please Specify)	1	2	3
7. Which do you think is most critical? 1 2 3 4 5 6			

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External Factors	Most often	Sometimes	Seldom
1. Lack of home support	1	2	3
2. Was incarcerated	1	2	3
3. Became pregnant	1	2	3
4. Wants to earn money	1	2	3
5. Other _____ (Please Specify)	1	2	3

6. Which do you think is most critical?

1 2 3 4 5 6

I. Which in your opinion is the most critical overall reason for the above?

1. Student's experience in school

2. Student's attitude toward school

3. Student's external factors

For each item, please circle the number which best expresses your opinion at the present time:

	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
J. The BCPS does all it can to encourage students to stay in school.	1	2	3	4	5
K. The Drop-out rate in BCPS should be cause for concern.	1	2	3	4	5
L. The Drop-out rate in my school should be cause for concern.	1	2	3	4	5
M. Every effort should be made to get drop-out students back in school.	1	2	3	4	5

N. Please check the following forms and/or methods your school uses to document dropouts:

- [ ] Pupil Information form (PIF)
- [ ] Written correspondence
- [ ] Exit conferences
- [ ] Home visits
- [ ] Telephone calls
- [ ] Other _____ (Please Specify)

O. What is done to establish the correct address of students?

P. What signs appear early in a student's life at school to indicate a potential dropout?

Q. At what age do these critical signs appear?

R. In your experience are multiple disciplinary removal or suspensions indicators of a potential dropout?

S. What resources, programs, or activities would you like to see in effect at your school to help in preventing or bringing back drop-outs?

THANK YOU !

CITY OF BALTIMORE
WILLIAM DONALD SCHAEFER, Mayor

DEPARTMENT OF EDUCATION
ASSISTANT SUPERINTENDENT
DIVISION FOR EXCEPTIONAL CHILDREN
2300 North Calvert Street, Baltimore, Maryland 21218

March 4, 1986

Dear Students:

The Baltimore City Public Schools is conducting a survey on School Dropouts. Some dropouts join G.E.D. or other educational programs. Those who do not get further training often cannot find jobs or enter the military services. Because we care about what happens to you, we ask you to answer this survey. The information you give us will help develop programs that will aid you in your future plans.

Thank you for your help.

Sincerely,

Edward M. Friedlander /mp

Edward M. Friedlander
Assistant Superintendent

/dmp

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2300 North Calvert Street
Baltimore, Maryland 21218

Baltimore City Public Schools

STUDENT SURVEY

PLEASE CHECK THE CORRECT RESPONSE:

A. Race:

___ White
___ Black
___ Native American
___ Native American
___ Other

B. Sex:

___ Female
___ Male

C. Age: _____

Birthdate: ___/___/___

D. What school were you attending when you dropped out? _____

E. What grade were you in when you dropped out? _____

F. When did you leave school? Month _____ Year _____

Section I PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR EXPERIENCES: (YOU CAN CIRCLE MORE THAN ONE)

A. What are you doing now?

1. Working
2. Not working
3. Getting training for a job
4. Not really doing anything
5. Other

B. How do you usually spend your day?

1. Watching T.V.
2. Listening to radio
3. Reading newspaper
4. Hanging out
5. Spending time at recreation centers
6. Other

C. What T.V. Channel do you watch most often?

1. Channel 2
2. Channel 11
3. Channel 13
4. Channel 45
5. Other

D. What time do you usually watch T. V.?

1. All day long
2. During the morning
3. During the afternoon
4. During the evening

E. What radio station do you listen to?

1. WWIN
2. B104
3. V103
4. WEAA
5. WHUR
6. WEBB
7. Other

F. When do you usually listen to the radio?

1. All day long
2. During the morning
3. During the afternoon
4. During the evening

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Baltimore, Maryland 21218

PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR EXPERIENCES: (YOU CAN CIRCLE MORE THAN ONE)

G. Do you read the newspaper regularly?

1. Yes
2. No

H. What newspaper do you read most often?

1. Sunpapers
2. New American
3. Afro American
4. Other

I. What section of the paper do you read most often?

1. Sports
2. Comics/Horoscope
3. Classified
4. World News
5. Local News
6. Other _____

J. Do you attend church regularly?

1. Yes
2. No

If Yes, please write the name of your church _____

K. Do you go to a recreation center?

1. Yes
2. No

If Yes, please write the name

_____

L. I dropped out of school because:

1. I was failing
2. The teachers and staff had bad attitudes.
3. My parents did not care if I dropped out or not.
4. I did not like school.
5. I was bored.
6. I was pregnant.
7. I was in trouble with the law.
8. I did not have the right clothes.
9. I needed money.
10. My friends already dropped out.
11. I was put out of school. Why?

_____

12. I had family problems
13. Other _____

M. I returned to school because:

1. I wanted a better education.
2. I needed job training.
3. I could not find work.
4. My parents talked me into it.
5. I did not have anything to do.
6. Other _____

N. Before you dropped out, did you talk to any of the people listed below?

1. Friends
2. Parents
3. Teacher
4. Counselor
5. Principal
6. Other school staff
7. Clergy
8. Other _____

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PLEASE CIRCLE THE NUMBER WHICH BEST DESCRIBES YOUR EXPERIENCES: (YOU CAN CIRCLE MORE THAN ONE)

O. Before you dropped out, did any of the people listed below try to talk you out of it?

1. Friends
2. Parents
3. Teachers
4. Counselor
5. Principal
6. Other school staff
7. Other _____

P. What type of programs would you want to come back to?

1. Job training
2. Basic education program
3. Special education programs
4. Other _____

Q. What services would you need to make your return to school easier?

1. Child care
2. Transportation
3. Counseling
4. Other _____

R. What time would be best for you to attend school?

1. During the morning
2. During the afternoon
3. During the evening
4. Regular school day
5. Other _____

S. Do you feel your leaving school has:

1. Hurt you
2. Helped you
3. Made no difference

Section II PLEASE CHECK 1/YES OR 2/NO:

A. Were you ever expelled from school __1 __ 2
Why? _____

B. Were you ever suspended from school __1 __ 2
Why? _____

C. Were you ever placed on disciplinary removal (DR)? __1 __2

D. After you dropped out did any anyone from your school contact you about your decision to drop out? __1 __2
If yes, who? _____

E. Are your friends high school graduates? __1 __2

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PLEASE CHECK 1/Yes or 2/No

F. Were your parents high school graduates? __1 __2

G. Did you or your family notify your school that you were dropping out? __1 __2

H. Are you aware of any of the following programs:

1. Adult and Community Education __1 __2
   Ever apply? __1 __2

2. G.E.D. __1 __2
   Ever apply? __1 __2

3. Harbor City Learning Center __1 __2
   Ever apply? __1 __2

4. Manpower Resource Centers __1 __2
   Ever apply? __1 __2

I. Have you ever gone for job training? __1 __2

THANK YOU!